

Edición Revisada

# Pensando en INGLÉS

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New York Chicago San Francisco Lisbon London Madrid Mexico City  
Milan New Delhi San Juan Seoul Singapore Sydney Toronto

## Library of Congress Cataloging-in-Publication Data

Garza Bores, Jaime.

Pensando en inglés / Prof. Jaime Garza Bores.— Ed. rev.

p. cm.

ISBN 0-07-144007-0

1. English language—Textbooks for foreign speakers—Spanish. 2. English language—Sentences—Problems, exercises, etc. 3. Thought and thinking—Problems, exercises, etc. I. Title.

PE1129.S8GB36 2004  
428.2'461—dc22

2004055933

Originally published by Editorial Diana and Editorial Universo

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15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 DOC/DOC 1 5 4 3 2 1

ISBN 978-0-07-144007-3  
MHID 0-07-144007-0

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This book is printed on acid-free paper.

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## Preface

From the first lesson, *Pensando en inglés* encourages readers to form sentences in English. This is accomplished through a systematic repetition of a specific grammar pattern that is presented with alternate vocabulary in order to express a variety of ideas.

English is learned by using the same pattern repeatedly in several sentences. This systematic repetition will help users learn all the everyday English expressions automatically, and it will certainly have them thinking in English—which is a step to language mastery.

## Prólogo

Desde la primera lección, *Pensando en inglés* anima al lector a que forme oraciones en este idioma. Esto se logra a través de una repetición sistemática de un determinado patrón de construcción gramatical al combinarlo con diferentes palabras para expresar distintas ideas.

La asimilación de inglés se consigue empleando el mismo patrón repetidamente en distintas oraciones. Dicha repetición en forma coordinada y sistemática dará por resultado que el estudiante de inglés aprenda a emplear automáticamente todas las formas de estructura del lenguaje cotidiano, así como también a pensar en este idioma, lo cual es de primordial importancia.

## CONVERSATION

I WANT TO SPEAK ENGLISH SOON.  
Yo quiero hablar inglés pronto.

I WANT TO SPEAK TO YOU.  
Yo quiero hablar con usted.

I WANT TO SPEAK TO YOU IN ENGLISH.  
Yo quiero hablar con usted en inglés.

DO YOU WANT TO SPEAK ENGLISH?  
¿Quiere usted hablar inglés?

YES, I DO  
Sí, yo quiero.

DO YOU WANT TO SPEAK TO ME?  
¿Quiere usted hablarme?

YES, I DO.  
Sí, yo quiero.

WHAT DO YOU WANT TO SPEAK TO ME ABOUT?  
¿De qué quiere usted hablarme?

I WANT TO SPEAK TO YOU ABOUT MY JOB.  
Yo quiero hablarle acerca de mi trabajo.

WHY DO YOU WANT TO SPEAK TO ME ABOUT YOUR JOB?  
¿Por qué quiere usted hablarme acerca de su trabajo?

I WANT TO SPEAK TO YOU ABOUT MY JOB BECAUSE  
Yo quiero hablarle acerca de mi trabajo porque

I WANT TO MAKE MORE MONEY.  
quiero ganar más dinero.

WHY DO YOU WANT TO MAKE MORE MONEY?  
¿Por qué quiere ganar más dinero?

I WANT TO MAKE MORE MONEY IN ORDER TO TRAVEL.  
Yo quiero ganar más dinero con el fin de viajar.

WHERE DO YOU WANT TO TRAVEL?  
¿Dónde quiere usted viajar?

I WANT TO TRAVEL AROUND THE WORLD.  
Yo quiero viajar alrededor del mundo.

## VOCABULARIO

|              |               |  |
|--------------|---------------|--|
| I want       | (ai uant)     | = yo quiero                                |
| to speak     | (tuspíc)      | = hablar                                   |
| soon         | (sun)         | = pronto                                   |
| to you       | (tu iú)       | = a usted, a ti                            |
| in           | (in)          | = en                                       |
| Do you want? | (du iú uant?) | = ¿Quiere usted?                           |
| to me        | (tu mi)       | = a mí                                     |
| what         | (juat)        | = qué                                      |
| about        | (abáut)       | = acerca de                                |
| what about?  |               | = ¿acerca de qué?                          |
| my           | (mai)         | = mi (adjetivo posesivo)                   |
| job          | (yob)         | = empleo                                   |
| why          | (juái)        | = ¿por qué? (al preguntar)                 |
| your         | (ior)         | = su (de Ud.) o tu (adjetivo posesivo)     |
| because      | (bicós)       | = porque (al responder)                    |
| to make      | (tu meic)     | = hacer, manufacturar                      |
| more         | (mor)         | = más                                      |
| money        | (móni)        | = dinero                                   |
| in order to  | (in órder tu) | = con el fin de                            |
| to travel    | (tu trável)   | = viajar                                   |
| where        | (juer)        | = dónde                                    |
| around       | (aráund )     | = alrededor                                |
| the          | (di)          | = él, la, los, las (artículo de-terminado) |
| world        | (uérlđ)       | = mundo                                    |

## CONVERSATION

I WANT TO TRAVEL.

Yo quiero viajar.

WHERE DO YOU WANT TO GO?

¿Dónde quiere usted ir?

I WANT TO GO TO THE UNITED STATES.

Yo quiero ir a los Estados Unidos.

WHEN DO YOU WANT TO GO TO THE UNITED STATES?

¿Cuándo quiere usted ir a los Estados Unidos?

I WANT TO GO THERE SOON.

Yo quiero ir allá pronto.

WHY DO YOU WANT TO GO TO THE UNITED STATES?

¿Por qué quiere usted ir a los Estados Unidos?

I WANT TO GO THERE IN ORDER TO WORK.

Yo quiero ir allá con el fin de trabajar.

WHY DO YOU WANT TO WORK IN THE UNITED STATES?

¿Por qué quiere usted trabajar en los Estados Unidos?

I WANT TO WORK THERE IN ORDER TO EARN MONEY.

Yo quiero trabajar allá con el fin de ganar dinero.

WHY DO YOU WANT TO EARN MONEY?

¿Por qué quiere usted ganar dinero?

I WANT TO EARN ENOUGH MONEY IN ORDER TO LIVE

Yo quiero ganar suficiente dinero con el fin de vivir

BETTER.

mejor.

WHY DO YOU WANT TO LIVE BETTER?

¿Por qué quiere usted vivir mejor?

I WANT TO LIVE BETTER IN ORDER TO BUY ALL THE

Yo quiero vivir mejor con el fin de comprar todas las

THINGS I NEED.

cosas que necesito.

## VOCABULARIO

|               |                      |                        |
|---------------|----------------------|------------------------|
| To go         | (tu gou)             | = ir                   |
| to            | (tu)                 | = a                    |
| United States | (iunáited steits)    | = Estados Unidos       |
| when          | (juen)               | = cuándo               |
| there         | (der)                | = allá, ahí            |
| to work       | (tu uérc)            | = trabajar             |
| to earn       | (tu ern)             | = ganar                |
| to earn money |                      | = to make money        |
| enough        | (inóf)               | = suficiente, bastante |
| to live       | (tu liv)             | = vivir                |
| better        | (béter)              | = mejor                |
| to buy        | (tu bai)             | = comprar              |
| all           | (ol)                 | = todo(s), toda(s)     |
| things        | (zings) <sup>1</sup> | = cosas                |
| I need        | (ai ni-id)           | = yo necesito          |
| to need       | (tu ni-id)           | = necesitar            |

<sup>1</sup> El sonido de la TH en inglés es casi idéntico al de la z como se pronuncia en España: azul.

## CONVERSATION

I WANT TO EARN MORE MONEY.

Yo quiero ganar más dinero.

WHY DO YOU WANT TO EARN MORE MONEY?

¿Por qué quiere usted ganar más dinero?

I WANT TO EARN MORE MONEY IN ORDER TO IMPROVE

Yo quiero ganar más dinero con el fin de mejorar

IN LIFE.

en la vida.

WHY DO YOU WANT TO IMPROVE?

¿Por qué quiere usted mejorar?

I WANT TO IMPROVE IN ORDER TO LIVE BETTER.

Yo quiero mejorar con el fin de vivir mejor.

DO YOU WANT TO BUY ALL THE THINGS YOU NEED?

¿Quiere usted comprar todas las cosas que usted necesita?

YES, I DO.

Sí, yo quiero.

WHY DO YOU WANT TO BUY ALL THE THINGS YOU

¿Por qué quiere usted comprar todas las cosas que usted

NEED?

necesita?

I WANT TO BUY ALL THE THINGS I NEED IN ORDER TO

Yo quiero comprar todas las cosas que yo necesito con el fin de

IMPROVE MY HOME.

mejorar mi hogar.

WHY DO YOU WANT TO IMPROVE YOUR HOME?

¿Por qué quiere usted mejorar su hogar?

I WANT TO IMPROVE MY HOME IN ORDER TO GIVE

Yo quiero mejorar mi hogar con el fin de dar a

MY FAMILY A BETTER LIFE.

mi familia una vida mejor.

DO YOU WANT TO IMPROVE YOUR ENGLISH?

¿Quiere usted mejorar su inglés?

YES, I DO.

Sí, yo quiero.

WHY DO YOU WANT TO IMPROVE YOUR ENGLISH?

¿Por qué quiere usted mejorar su inglés?

I WANT TO IMPROVE MY ENGLISH IN ORDER TO

Yo quiero mejorar mi inglés con el fin de

INCREASE MY EARNINGS.

aumentar mis ganancias.

## HOW TO BUILD SENTENCES IN PRESENT TENSE

(Cómo construir oraciones en tiempo presente)

|       |   |                 |               |   |                  |
|-------|---|-----------------|---------------|---|------------------|
| I EAT | { | some fruit      | DO<br>YOU EAT | { | some fruit?      |
|       |   | some vegetables |               |   | some vegetables? |
|       |   | some fish       |               |   | some fish?       |
|       |   | some chicken    |               |   | some chicken?    |
|       |   | some pork       |               |   | some pork?       |
|       |   | some salad      |               |   | some salad?      |

### VOCABULARIO

|             |             |              |
|-------------|-------------|--------------|
| To improve  | (tu impruv) | = mejorar    |
| in life     | (in laif)   | = en la vida |
| to live     | (tu liv )   | = vivir      |
| home        | (joum)      | = hogar      |
| to give     | (tu guiv)   | = dar        |
| family      | (fámili)    | = familia    |
| to increase | (tu incris) | = aumentar   |
| earnings    | (érnings)   | = ganancias  |

### Vocabulario

|             |               |                       |
|-------------|---------------|-----------------------|
| I eat       | (ai í-it)     | = yo como             |
| Do you eat? | (du iú í-it)  | = ¿Come usted?        |
| some        | (som)         | = algo de             |
| fruit       | (frut)        | = fruta               |
| vegetables  | (véch-tebols) | = legumbres, verduras |
| fish        | (fish)        | = pescado             |
| chicken     | (chíquen)     | = pollo               |
| pork        | (porc)        | = puerco              |
| salad       | (sálad)       | = ensalada            |

I WANT TO EAT

{ some fruit  
some vegetables  
some fish  
some chicken  
some pork  
some salad

DO YOU WANT TO EAT

{ some fruit  
some vegetables  
some fish  
some chicken  
some pork  
some salad

#### Vocabulario

|              |              |                  |
|--------------|--------------|------------------|
| I want       | (ai uant)    | = yo quiero      |
| Do you want? | (du iú uant) | = ¿quiere usted? |
| to eat       | (tu í-it)    | = comer          |

I DRINK

{ some coffee  
some milk  
some water  
some tea  
some chocolate

DO YOU  
DRINK

{ some coffee?  
some milk?  
some water?  
some tea?  
some chocolate?

#### Vocabulario

|               |               |                |
|---------------|---------------|----------------|
| To drink      | (tu drinc)    | = beber        |
| I drink       | (ai drinc)    | = yo bebo      |
| Do you drink? | (du iú drinc) | = ¿Bebe usted? |
| coffee        | (cófi)        | = café         |
| milk          | (milc)        | = leche        |
| water         | (uóter)       | = agua         |
| tea           | (ti)          | = té           |
| chocolate     | (chócolet)    | = chocolate    |

I WANT TO DRINK

{ some coffee  
some milk  
some water  
some tea  
some chocolate

DO YOU WANT TO DRINK

|       |   |                         |            |   |                          |
|-------|---|-------------------------|------------|---|--------------------------|
| I SEE | { | you every day           | DO YOU SEE | { | me every day?            |
|       |   | the manager every day   |            |   | the manager every day?   |
|       |   | the employees every day |            |   | the employees every day? |
|       |   | the people every day    |            |   | the people every day?    |

### Vocabulario

|             |            |                            |
|-------------|------------|----------------------------|
| To see      | (tu si)    | = ver                      |
| I see       | (ai si)    | = yo veo                   |
| Do you see? | (du iú si) | = ¿Ve usted?               |
| me          | (mi)       | = a mí                     |
| you         | (iú)       | = a usted, a ti, usted, tú |
| every       | (évri)     | = cada                     |
| every day   | (évri dei) | = todos los días           |
| manager     | (mánayer)  | = gerente                  |
| employees   | (emplóies) | = empleados                |
| people      | (pípol)    | = gente, personas          |

I WANT TO SEE {  
 DO YOU WANT TO SEE {  
 you  
 the manager  
 the employees  
 the people

|       |   |              |            |   |               |
|-------|---|--------------|------------|---|---------------|
| I GET | { | a good job   | DO YOU GET | { | a good job?   |
|       |   | an apartment |            |   | an apartment? |
|       |   | a good price |            |   | a good price? |
|       |   |              |            |   |               |

### Vocabulario

|             |              |   |
|-------------|--------------|---|
| To get      | (tu guet)    | = conseguir   |
| I get       | (ai guet)    | = yo consigo  |
| Do you get? | (du iú guet) | = ¿Consigue usted?  |
| a           | (ei)         | = un, una (artículo indeterminado)                                |
| an          | (an)         | = un, una (cuando antecede a un sustantivo que empiece con vocal) |
| good        | (gud)        | = buen (o) (a) (os) (as)  |
| job         | (yob)        | = empleo, trabajo   |
| apartment   | (apárt-ment) | = departamento  |
| price       | (práis)      | = precio  |

I WANT TO GET {  
 DO YOU WANT TO GET {  
 a good job  
 an apartment  
 a good price

I COME { to the office *every day*  
to English class *every day*  
to my house *every night*

DO YOU COME { to the office *every day?*  
to English class *every day?*  
to my house *every night?*

### Vocabulario

|               |                |                          |
|---------------|----------------|--------------------------|
| To come       | (tu com)       | = venir                  |
| I come        | (ai com)       | = yo vengo               |
| Do you come?  | (du iú com)    | = ¿Viene usted?          |
| to the        | (tu di)        | = al, a la               |
| office        | (ófis)         | = oficina                |
| English class | (inglish clas) | = clase de inglés        |
| my            | (mai)          | = mi (adjetivo posesivo) |
| house         | (jáus)         | = casa                   |
| every morning | (évri mórning) | = todas las mañanas      |
| every night   | (évri nait)    | = todas las noches       |

I WANT TO COME { to the office  
to English class  
DO YOU WANT TO COME { to my house

I { speak some English every day  
eat some fruit every morning  
drink some coffee in the morning  
see the manager every day  
go to the theater at night  
DO YOU { come to the office every day  
get the merchandise soon  
have the passport ready  
leave for the office early

### Vocabulario

|               |               |                    |
|---------------|---------------|--------------------|
| I go          | (ai góu)      | = yo voy           |
| Do you go?    |               | = ¿Va usted?       |
| I get         | (ai guet)     | = yo consigo       |
| Do you get?   |               | = ¿Consigue usted? |
| I have        | (ai jav)      | = yo tengo         |
| Do you have?  |               | = ¿Tiene usted?    |
| I leave       | (ai lí-iv)    | = yo salgo         |
| Do you leave? |               | = ¿Sale usted?     |
| theater       | (zi-é-ter)    | = teatro           |
| at night      | (at nait)     | = por la noche     |
| merchandise   | (mérchandais) | = mercancía        |
| soon          | (sun)         | = pronto           |
| passport      | (pásport)     | = pasaporte        |
| ready         | (rédi)        | = listo, preparado |
| for           | (for)         | = para             |
| early         | (érli)        | = temprano         |

|             |   |  |
|-------------|---|--|
| I WANT      | { | <i>to speak</i> some English every day     |
|             |   | <i>to eat</i> some fruit every morning     |
| DO YOU WANT | { | <i>to drink</i> some coffee in the morning |
|             |   | <i>to see</i> the manager every day        |
|             | { | <i>to go</i> to the theater at night       |
|             |   | <i>to come</i> to the office every day     |
|             | { | <i>to get</i> the merchandise soon         |
|             |   | <i>to have</i> the passport ready          |
|             | { | <i>to leave</i> for the office early       |

### Vocabulario

|          |            |                |
|----------|------------|----------------|
| To speak | (tuspíc)   | = hablar       |
| to eat   | (tu í-it)  | = comer        |
| to drink | (tu drinc) | = beber        |
| to see   | (tu sí)    | = ver          |
| to go    | (tu góu)   | = ir           |
| to come  | (tu com)   | = venir        |
| to get   | (tu guet)  | = conseguir    |
| to have  | (tu jav)   | = tener        |
| to leave | (tu lí-iv) | = salir, dejar |

### FORMACIÓN DE DISTINTAS ORACIONES CON EL VERBO «TO SPEAK» (HABLAR)

|           |        |                          |
|-----------|--------|--------------------------|
| I         | SPEAK  | Spanish                  |
| You       | SPEAK  | the Spanish language too |
| He        | SPEAKS | English                  |
| She       | SPEAKS | the English language too |
| We        | SPEAK  | some English             |
| You and I | SPEAK  | English a little         |
| You       | SPEAK  | a lot of English         |
| You       | SPEAK  | English very well        |
| They      | SPEAK  | Spanish and English      |
| He        | SPEAKS | Spanish and English too  |

---

|      |        |          |               |
|------|--------|----------|---------------|
| She  | SPEAKS | several  | languages     |
| They | SPEAK  | many     | languages     |
| You  | SPEAK  | many     | languages too |
| I    | SPEAK  | only     | Spanish       |
| We   | SPEAK  | only     | Spanish too   |
| They | SPEAK  | too much |               |
| They | SPEAK  | too many | languages     |
| She  | SPEAKS | only     | one language  |
| He   | SPEAKS | a        | few languages |

### PRONOMBRES PERSONALES

|      |       |                                   |
|------|-------|-----------------------------------|
| I'   | (ai)  | = yo                              |
| You  | (iú)  | = tú o usted                      |
| He   | (ji)  | = él                              |
| She  | (shi) | = ella                            |
| It   | (it)  | = ello (neutro: animales y cosas) |
| We   | (uí)  | = nosotros                        |
| You  | (iú)  | = vosotros o ustedes              |
| They | (dei) | = ellos o ellas                   |

## VOCABULARIO

|                      |              |                               |
|----------------------|--------------|-------------------------------|
| Language             | (lángüich)   | = idioma                      |
| languages            | (lángüiches) | = idiomas                     |
| English              | (inglish)    | = inglés                      |
| Spanish              | (spanish)    | = español                     |
| the                  | (di)         | = el, la, los, las            |
| the English language |              | = el idioma inglés            |
| the Spanish language |              | = el idioma español           |
| and                  | (and)        | = y                           |
| some                 | (som)        | = algo, algún, alguno (a) (s) |
| several              | (séveral)    | = varios, varias              |
| little               | (lítol)      | = poco, poca                  |
| few                  | (fiú)        | = pocos, pocas                |
| a                    | (ei)         | = un, una                     |
| a little             |              | = un poco                     |
| very                 | (veri)       | = muy                         |
| well                 | (uel)        | = bien                        |
| much                 | (moch)       | = mucho, mucha                |
| many                 | (meni)       | = muchos, muchas              |
| too much             | (tu moch)    | = demasiado                   |
| too many             | (tu meni)    | = demasiados                  |
| too                  | (tu)         | = también                     |
| only                 | (onli)       | = solamente                   |

## VERBOS EN INFINITIVO

|          |           |                               |
|----------|-----------|-------------------------------|
| To speak | (tuspíic) | = hablar                      |
| to see   | (tu sii)  | = ver                         |
| to eat   | (tu iit)  | = comer                       |
| to buy   | (tu bai)  | = comprar                     |
| to want  | (tu uant) | = querer, necesitar, requerir |
| to like  | (tu laic) | = gustar                      |

FONÉTICA: *i* = sonido corto de la *i* (sonido intermedio de *i* y *e*:  
*i/e*)

*ii* = sonido largo de la *i* (como la *i* en castellano).

## EJERCICIOS

Construya en inglés las siguientes oraciones:

1. Yo hablo algo de inglés
2. Él habla inglés un poco
3. Ellos hablan varios idiomas
4. Usted habla muchos idiomas
5. Nosotros hablamos el idioma inglés un poco
6. Ellos hablan el idioma inglés muy bien
7. Ella habla pocos idiomas
8. Yo hablo solamente el idioma español
9. Él habla inglés solamente
10. Usted habla mucho inglés
11. Ella habla demasiado
12. Ellos hablan demasiados idiomas

# FORMACIÓN DE DISTINTAS ORACIONES CON LOS VERBOS «TO SEE» y «TO EAT»

|      |      |                          |            |
|------|------|--------------------------|------------|
| I    | SEE  | many people              |            |
| He   | SEES | many people too          |            |
| They | SEE  | Few people               |            |
| You  | SEE  | <i>me</i>                |            |
| We   | SEE  | <i>you</i>               |            |
| She  | SEES | <i>us</i>                |            |
| I    | SEE  | <i>him</i>               |            |
| You  | SEE  | <i>her</i>               |            |
| He   | SEES | <i>them</i>              |            |
|      |      |                          |            |
| I    | EAT  | some                     | fruit      |
| He   | EATS | some                     | vegetables |
| They | EAT  | some                     | meat       |
| You  | EAT  | some                     | fish       |
| We   | EAT  | some                     | eggs       |
| She  | EATS | some                     | chicken    |
| I    | EAT  | breakfast in the morning |            |
| You  | EAT  | dinner                   | at noon    |
| He   | EATS | supper                   | at night   |

## ACUSATIVO DE LOS PRONOMBRES PERSONALES

| PRONOMBRES PERSONALES |   |             | PRONOMBRES OBJETIVOS<br>(acusativo) |                          |
|-----------------------|---|-------------|-------------------------------------|--------------------------|
| I                     | ↔ | <i>me</i>   | (mí)                                | = a mí, me               |
| You                   | ↔ | <i>you</i>  | (tú)                                | = a ti, a usted, te      |
| He                    | ↔ | <i>him</i>  | (jim)                               | = a él, lo               |
| She                   | ↔ | <i>her</i>  | (jer)                               | = a ella, la             |
| It                    | ↔ | <i>it</i>   | (it)                                | = a ello, lo (neutro)    |
| We                    | ↔ | <i>us</i>   | (os)                                | = a nosotros, nos        |
| You                   | ↔ | <i>you</i>  | (iú)                                | = a vosotros, a Uds., os |
| They                  | ↔ | <i>them</i> | (dem)                               | = a ellos (as), los (as) |

## Ejemplos ilustrativos de cómo emplear los pronombres objetivos

|      |             |     |                   |
|------|-------------|-----|-------------------|
| SEE  | <i>me</i>   | (1) | 1. Véame          |
|      | <i>him</i>  | (2) | 2. Véalo (a él)   |
|      | <i>her</i>  | (3) | 3. Véala (a ella) |
|      | <i>it</i>   | (4) | 4. Véalo (neutro) |
|      | <i>us</i>   | (5) | 5. Véanos         |
|      | <i>them</i> | (6) | 6. Véalos         |
|      |             |     |                   |
| GIVE | <i>me</i>   | (1) | 1. Déme           |
|      | <i>him</i>  | (2) | 2. Déle (a él)    |
|      | <i>her</i>  | (3) | 3. Déle (a ella)  |
|      | <i>it</i>   | (4) | 4. Déle (neutro)  |
|      | <i>us</i>   | (5) | 5. Dénos          |
|      | <i>them</i> | (6) | 6. Déles          |

I see *you* = te veo, lo veo a usted  
I give *you* = te doy, le doy a usted

|             |             |     |                               |
|-------------|-------------|-----|-------------------------------|
| THIS IS FOR | <i>me</i>   | (1) | 1. Esto es para mí            |
|             | <i>you</i>  | (2) | 2. Esto es para ti (o usted)  |
|             | <i>him</i>  | (3) | 3. Esto es para él            |
|             | <i>her</i>  | (4) | 4. Esto es para ella          |
|             | <i>it</i>   | (5) | 5. Esto es para ello (neutro) |
|             | <i>us</i>   | (6) | 6. Esto es para nosotros      |
|             | <i>you</i>  | (7) | 7. Esto es para vos o ustedes |
|             | <i>them</i> | (8) | 8. Esto es para ellos o ellas |

|      |          |     |                            |
|------|----------|-----|----------------------------|
| PRAY | for me   | (1) | 1. Ruega por mí            |
|      | for him  | (2) | 2. Ruega por él            |
|      | for her  | (3) | 3. Ruega por ella          |
|      | for it   | (4) | 4. Ruega por ello (neutro) |
|      | for us   | (5) | 5. Ruega por nosotros      |
|      | for them | (6) | 6. Ruega por ellos o ellas |

### VOCABULARIO

|                  |                  |                              |
|------------------|------------------|------------------------------|
| People           | (pípol)          | = gente, personas, pueblo    |
| a man            | (ei man)         | = un hombre                  |
| some men         | (som men)        | = unos hombres               |
| a woman          | (ei uoman)       | = una mujer                  |
| some women       | (som uimen)      | = unas mujeres               |
| a boy            | (ei boi)         | = un muchacho o niño         |
| several boys     | (séveral bois)   | = varios muchachos o niños   |
| a girl           | (ei guerl)       | = una muchacha o niña        |
| several girl     | (séveral guerls) | = varias muchachas o niñas   |
| a child          | (ei cháild)      | = un niño(a), una criatura   |
| many children    | (meni children)  | = muchos niños o hijos       |
| some fruit       | (som frut)       | = algo de fruta              |
| vegetables       | (vélletebols)    | = legumbres                  |
| meat             | (miit)           | = carne                      |
| fish             | (fish)           | = pescado                    |
| eggs             | (egs)            | = huevos                     |
| chicken          | (chíquen)        | = pollo                      |
| breakfast        | (brecfast)       | = desayuno                   |
| lunch            | (lonch)          | = comida ligera del mediodía |
| dinner           | (dîner)          | = comida fuerte del mediodía |
| supper           | (sóper)          | = cena, comida nocturna      |
| in the morning   | (in di mórning)  | = en la mañana               |
| at noon          | (at nun)         | = al mediodía                |
| in the afternoon | (in di afternun) | = en la tarde                |
| at night         | (at nait)        | = en la noche                |

### VERBOS EN INFINITIVO

|         |           |                |
|---------|-----------|----------------|
| To give | (tu giv)  | = dar          |
| to pray | (tu prei) | = rogar, rezar |
| to go   | (tu gou)  | = ir           |
| to work | (tu uerc) | = trabajar     |

### EJERCICIOS

Construya en inglés las siguientes oraciones:

1. Ellos me ven
2. Yo los veo
3. Él lo ve (a usted)
4. Nosotros lo vemos (a él)
5. Él nos ve
6. Usted la ve
7. Nosotros desayunamos en la mañana
8. Yo como (algo de) pescado
9. Ella come (algo de) fruta
10. Ellos comen (algo de) pollo
11. Nosotros comemos (algo de) carne, (algo de) legumbres y (algo de) fruta
12. Yo ceno en la noche
13. Ella almuerza al mediodía
14. Usted come (algunos) huevos en la mañana.

FORMACIÓN DE DISTINTAS ORACIONES CON LOS  
VERBOS «TO DRINK» y «TO BUY»

|              |        |                |                  |
|--------------|--------|----------------|------------------|
| I            | DRINK  | some coffee    | in the morning   |
| She          | DRINKS | some milk      | for breakfast    |
| Frank        | DRINKS | some juice     | before breakfast |
| The children | DRINK  | orange juice   | before breakfast |
| We           | DRINK  | some water     | after dinner     |
| You          | DRINK  | some milk      | during supper    |
| Susan        | DRINKS | some chocolate | during breakfast |
| You          | DRINK  | some tea       | every night      |

|              |      |              |                |
|--------------|------|--------------|----------------|
| The children | BUY  | some candy   | after school   |
| They         | BUY  | some candy   | every day      |
| I            | BUY  | some clothes | in the store   |
| The woman    | BUYS | some food    | in the grocery |
| She          | BUYS | some food    | every day      |
| Alice        | BUYS | many things  | in the market  |
| We           | BUY  | some things  | in the store   |
| You          | BUY  | few things   | before work    |

VERBOS EN INFINITIVO

|          |            |                |
|----------|------------|----------------|
| To drink | (tu drinc) | = beber        |
| to wish  | (tu uish)  | = desear       |
| to have  | (tu jav)   | = tener, haber |
| to live  | (tu liv)   | = vivir        |

VOCABULARIO

|              |                      |                                 |
|--------------|----------------------|---------------------------------|
| I drink      | (ai drinc)           | = Yo bebo                       |
| coffee       | (cofi)               | = café                          |
| milk         | (milc)               | = leche                         |
| chocolate    | (chócolet)           | = chocolate                     |
| tea          | (ti)                 | = té                            |
| juice        | (llus)               | = jugo                          |
| orange       | (óranch)             | = naranja                       |
| orange juice |                      | = jugo de naranja               |
| water        | (uóter)              | = agua                          |
| day          | (dei)                | = día                           |
| today        | (tudéi)              | = hoy                           |
| night        | (nait)               | = noche                         |
| tonight      | (tunáit)             | = esta noche                    |
| during       | (diúring)            | = durante                       |
| before       | (bifór)              | = antes                         |
| after        | (áfter)              | = después                       |
| every        | (évri)               | = cada                          |
| every night  |                      | = cada noche, todas las noches  |
| every day    |                      | = cada día, todos los días      |
| school       | (scul)               | = escuela                       |
| after school |                      | = después de la escuela         |
| work         | (uérc)               | = trabajo                       |
| after work   |                      | = después del trabajo           |
| before work  |                      | = antes del trabajo             |
| store        | (stor)               | = tienda                        |
| grocery      | (gróseri)            | = tienda de víveres (abarrotes) |
| market       | (márquet)            | = mercado                       |
| food         | (fud)                | = alimentos, comida             |
| candy        | (cándi)              | = dulces, confituras, caramelos |
| clothes      | (clouds)             | = ropa                          |
| things       | (zings) <sup>1</sup> | = cosas                         |

<sup>1</sup> El sonido de *th* es muy semejante al sonido que en España se le da a la *z*.

## EJERCICIOS

Construya en inglés las siguientes oraciones:

1. Francisco bebe (algo de) leche en la mañana
2. Yo bebo (algo de) leche en la mañana también
3. Usted bebe demasiado café todos los días
4. Ella bebe (algo de) café en el desayuno
5. Yo bebo (algo de) agua después de la comida
6. Nosotros bebemos jugo de naranja antes del desayuno
7. Ellos beben (algo de) chocolate durante el desayuno
8. Usted bebe (algo de) café durante la cena
9. Él bebe demasiado té todas las noches
10. Yo bebo un poco de café después de la comida
11. Los niños beben mucha leche todos los días
12. Ellos beben poca leche en la mañana
13. El muchacho come demasiadas naranjas durante la comida
14. Nosotros comemos unas pocas naranjas todas las mañanas
15. Usted come demasiada fruta antes del desayuno
16. Yo compro muchas cosas todos los días
17. Usted compra pocas cosas en el mercado
18. La mujer compra algunos alimentos en la tienda de víveres
19. Los niños compran muchos caramelos después de la escuela
20. Él compra demasiada ropa
21. Yo compro poca ropa
22. Nosotros compramos algunas cosas antes del trabajo
23. Ella compra muchas cosas en el mercado
24. Ellos compran demasiada comida todos los días
25. Ustedes compran demasiadas cosas en las tiendas
26. Yo compro solamente pocos caramelos todos los días.

## EMPLEO DE LOS AUXILIARES DO Y DOES

Con los auxiliares *DO* y *DOES* se forma el presente interrogativo de todos los verbos en inglés, exceptuando por supuesto a los verbos auxiliares (*to be*: ser o estar; *can*: poder; *must*: deber; etc.) que como su nombre lo indica se auxilian a si mismos. De ahí que no requieren de ningún otro auxiliar para su cambio de tiempo o forma.

En el interrogativo *DO* y *DOES* siempre preceden al sujeto, es decir, el orden invariable de esta forma es:

AUXILIAR + SUJETO + VERBO

$\downarrow$                        $\downarrow$                        $\downarrow$   
*DO*                      you                      speak English? (Habla Ud. inglés)

El uso de *DO* y *DOES* varía de acuerdo con el pronombre personal; empléase *DO* para *I*, *you*, *we*, *you*, y *they* y *DOES* sólo para *he*, *she* y *it*. Ejemplos:

|             |             |        |   |
|-------------|-------------|--------|---|
| <i>DO</i>   | <i>I</i>    | speak? | (¿Hablo yo?)                                    |
| <i>DO</i>   | <i>you</i>  | see?   | (¿Ve usted?)                                    |
| <i>DO</i>   | <i>we</i>   | buy?   | (¿Compramos nosotros?)                          |
| <i>DO</i>   | <i>you</i>  | drink? | (¿Beben ustedes?)                               |
| <i>DO</i>   | <i>they</i> | eat?   | (¿Comen ellos?)                                 |
| <i>DOES</i> | <i>he</i>   | speak? | (¿Habla él?)                                    |
| <i>DOES</i> | <i>she</i>  | buy?   | (¿Compra ella?)                                 |
| <i>DOES</i> | <i>it</i>   | drink? | (¿Bebe ello?) Neutro: refiriéndose a un animal. |

Veamos ahora lo anterior esquemáticamente:

|           |   |        |  |             |   |        |
|-----------|---|--------|--|-------------|---|--------|
| <i>DO</i> | {<br><i>I</i><br><i>you</i><br><i>we</i><br><i>you</i><br><i>they</i> | SPEAK? |  | <i>DOES</i> | {<br><i>he</i><br><i>she</i><br><i>it</i> | SPEAK? |
|-----------|---|--------|--|-------------|---|--------|

Empléese siempre el auxiliar *DOES* y el pronombre neutro *IT* en el presente interrogativo de cualquier oración impersonal, ejemplos:

*DOES* it rain in Mexico City? = ¿Llueve en la ciudad de México?  
*DOES* it snow in Alaska = ¿Nieva en Alaska?

Emplee, asimismo *DOES* en preguntas en tiempo presente antes de las terceras personas del singular, como *Frank*, *Mary*, *the boy*, *the girl* etc., y *DO* antes de las demás personas, como *the boys*, *the girls*, *the children*, etc.

## LOS AUXILIARES *DON'T* Y *DOESN'T*

Con *DON'T* (pronúnciese *don't*) y *DOESN'T* (pronúnciese *dósent*) se forma el presente negativo de todos los verbos en inglés, salvo el de los verbos auxiliares.

*DON'T* es la contracción de *do not* y *DOESN'T* la de *does not*.

En la forma negativa los mencionados auxiliares siempre se anteponen al verbo que se emplee, o sea, le siguen inmediatamente al sujeto o pronombre personal.

He aquí la fórmula general del negativo:

| SUJETO + AUXILIAR + NOT + VERBO (en su forma original) |      |     |       |                    |
|--|------|-----|-------|--------------------|
| I  | DO   | NOT | speak | (Yo no hablo)      |
| You  | DO   | NOT | see   | (Usted no ve)      |
| He   | DOES | NOT | eat   | (Él no come)       |
| She  | DOES | NOT | drink | (Ella no bebe)     |
| They   | DO   | NOT | buy   | (Ellos no compran) |

Veamos ahora estas mismas oraciones pero haciendo uso de las contracciones, las cuales son de suma utilidad en el inglés hablado.

|      |                |       |
|------|----------------|-------|
| I    | <i>DON'T</i>   | speak |
| You  | <i>DON'T</i>   | see   |
| He   | <i>DOESN'T</i> | eat   |
| She  | <i>DOESN'T</i> | drink |
| They | <i>DON'T</i>   | buy   |

*DON'T* y *DOESN'T* también varían de acuerdo con el sujeto o pronombre personal. Úsase *DON'T*, al igual que *DO*, para *I*, *you*, *we*, *you*, y *they*. *DOESN'T*, lo mismo que *DOES*, únicamente para *he*, *she*, *it*, ejemplos:

|      |                |       |   |
|------|----------------|-------|---|
| I    | <i>DON'T</i>   | buy   | (Yo no compro)                                  |
| You  | <i>DON'T</i>   | speak | (Usted no habla)                                |
| We   | <i>DON'T</i>   | drink | (Nosotros no bebemos)                           |
| You  | <i>DON'T</i>   | eat   | (Ustedes no comen)                              |
| They | <i>DON'T</i>   | see   | (Ellos no ven)                                  |
| He   | <i>DOESN'T</i> | buy   | (Él no compra)                                  |
| She  | <i>DOESN'T</i> | speak | (Ella no habla)                                 |
| It   | <i>DOESN'T</i> | eat   | (no come) impersonal: al referirse a un animal. |

Veamos ahora la condensación de lo anterior en forma esquemática:

|      |   |                    |     |   |                      |
|------|---|--------------------|-----|---|----------------------|
| I    | } | <i>DON'T</i> speak | He  | } | <i>DOESN'T</i> speak |
| You  |   |                    | She |   |                      |
| We   |   |                    | It  |   |                      |
| You  |   |                    |     |   |                      |
| They |   |                    |     |   |                      |

Haga siempre uso del auxiliar negativo *DOESN'T* y el pronombre neutro *IT* en el presente negativo de cualquier verbo impersonal, ejemplos:

|    |                |      |             |
|----|----------------|------|-------------|
| It | <i>DOESN'T</i> | rain | (No llueve) |
| It | <i>DOESN'T</i> | snow | (No nieva)  |

Emplee asimismo *DOESN'T* en oraciones negativas en tiempo presente inmediatamente después de las terceras personas del singular, como: *Frank, Mary, the boy, the girl*, etc. y *DON'T* inmediatamente después de las demás personas, como: *the boys, the girls, the children*, etc.

## CONVERSATION

- Do you speak English?  
 —I speak a little, but my father speaks very good English.  
 —Does your mother speak English too?  
 —She doesn't speak very well but she reads and writes English perfectly.  
 —Does she speak French?  
 —No, she doesn't.  
 —How many languages do you speak?  
 —I only speak Spanish and a little French.  
 —Does your father speak French?  
 —Yes, he speaks French very well.  
 —How many languages does he speak?  
 —He speaks Spanish, Italian, French, English and a little German.  
 —Does your father speak some Russian?  
 —No, he doesn't.  
 —Do you speak some Russian?  
 —No, I don't.  
 —Do you learn English in school?  
 —Yes, I do.  
 —Does your brother learn English in school too?  
 —Yes, he does.

Comparando el presente afirmativo con el interrogativo.

|           |            |                |                             |
|-----------|------------|----------------|-----------------------------|
| <i>DO</i> | You<br>you | speak<br>speak | English<br>English?         |
| <i>DO</i> | You<br>you | see<br>see     | the people<br>the people?   |
| <i>DO</i> | You<br>you | eat<br>eat     | fruit<br>fruit?             |
| <i>DO</i> | You<br>you | drink<br>drink | coffee<br>coffee?           |
| <i>DO</i> | You<br>you | buy<br>buy     | many things<br>many things? |

## EJERCICIOS

Para una perfecta asimilación en el cambio del afirmativo al interrogativo y el empleo del auxiliar *DO*, sustitúyase el pronombre personal *you* por *they*, *we* y *I*, ejemplos:

|           |              |                |                           |
|-----------|--------------|----------------|---------------------------|
| <i>Do</i> | They<br>they | speak<br>speak | English<br>English?       |
| <i>Do</i> | They<br>they | see<br>see     | the people<br>the people? |

Lea en voz alta las oraciones de esta gráfica y note la diferencia entre las formas aquí empleadas. Observe además cómo la *s* de *speaks*, *sees*, *eats*, etc., desaparece en las preguntas, quedando el verbo en su forma simple (*speak*, *see*, *eat*, etc.).

|             |          |                 |                             |
|-------------|----------|-----------------|-----------------------------|
| <i>DOES</i> | He<br>he | speaks<br>speak | English<br>English?         |
| <i>DOES</i> | He<br>he | sees<br>see     | the people<br>the people?   |
| <i>DOES</i> | He<br>he | eats<br>eat     | fruit<br>fruit?             |
| <i>DOES</i> | He<br>he | drinks<br>drink | coffee<br>coffee?           |
| <i>DOES</i> | He<br>he | buys<br>buy     | many things<br>many things? |

### EJERCICIOS

Para apreciar mejor el tránsito del afirmativo al interrogativo y el uso de *DOES*, sustituya en esta gráfica el pronombre personal *he* por: *the boy*, *Frank* y *she*, ejemplos:

|             |            |            |                 |                           |
|-------------|------------|------------|-----------------|---------------------------|
| <i>Does</i> | The<br>the | boy<br>boy | speaks<br>speak | English<br>English?       |
| <i>Does</i> | The<br>the | boy<br>boy | sees<br>see     | the people<br>the people? |

Comparación entre la forma interrogativa y la negativa.

|           |              |              |                |                             |
|-----------|--------------|--------------|----------------|-----------------------------|
| <i>DO</i> | they<br>They | <i>DOn't</i> | speak<br>speak | English?<br>English         |
| <i>DO</i> | they<br>They | <i>DOn't</i> | see<br>see     | the people?<br>the people   |
| <i>DO</i> | they<br>They | <i>DOn't</i> | eat<br>eat     | fruit?<br>fruit             |
| <i>DO</i> | they<br>They | <i>DOn't</i> | drink<br>drink | coffee?<br>coffee           |
| <i>DO</i> | they<br>They | <i>DOn't</i> | buy<br>buy     | many things?<br>many things |

### EJERCICIOS

Para asimilar mejor el paso del interrogativo al negativo y el empleo de *DO* y *DON'T*, sustituya en esta gráfica el pronombre *they* por: *we*, *you* y *I*, ejemplos:

|           |          |              |                |                           |
|-----------|----------|--------------|----------------|---------------------------|
| <i>Do</i> | we<br>We | <i>don't</i> | speak<br>speak | English?<br>English       |
| <i>Do</i> | we<br>We | <i>don't</i> | see<br>see     | the people?<br>the people |

Observe la posición de *DOES* en las formas interrogativa y negativa, cuando se emplea la tercera persona del singular.

|             |     |                |       |              |
|-------------|-----|----------------|-------|--------------|
| <i>DOES</i> | she |                | speak | English?     |
|             | She | <i>DOESn't</i> | speak | English      |
| <i>DOES</i> | she |                | see   | the people?  |
|             | She | <i>DOESn't</i> | see   | the people   |
| <i>DOES</i> | she |                | eat   | fruit? .     |
|             | She | <i>DOESn't</i> | eat   | fruit        |
| <i>DOES</i> | she |                | drink | coffee?      |
|             | She | <i>DOESn't</i> | drink | coffee       |
| <i>DOES</i> | she |                | buy   | many things? |
|             | She | <i>DOESn't</i> | buy   | many things  |

### EJERCICIOS

Para asimilar mejor el paso del interrogativo al negativo y el empleo de *DOES* y *DOESN'T*, sustituya en esta gráfica el pronombre *she* por: *the girl*, *Mary* y *he*, ejemplos:

|             |          |                |       |             |
|-------------|----------|----------------|-------|-------------|
| <i>Does</i> | the girl |                | speak | English?    |
|             | The girl | <i>doesn't</i> | speak | English     |
| <i>Does</i> | the girl |                | see   | the people? |
|             | The girl | <i>doesn't</i> | see   | the people  |

Lea estas oraciones en voz alta y note el cambio del afirmativo al interrogativo, así como también el empleo de *DO*.

|           |                |              |           |            |
|-----------|----------------|--------------|-----------|------------|
|           | The boys       | <i>study</i> | in school | every day  |
|           | They           | <i>study</i> | in school | every day  |
|           | Frank and Mary | <i>learn</i> | English   | in school  |
|           | They           | <i>learn</i> | English   | in school  |
|           | The children   | <i>eat</i>   | at home   | every day  |
|           | They           | <i>eat</i>   | at home   | every day  |
| <i>DO</i> | the boys       | <i>study</i> | in school | every day? |
| <i>DO</i> | they           | <i>study</i> | in school | every day? |
| <i>DO</i> | Frank and Mary | <i>learn</i> | English   | in school? |
| <i>DO</i> | they           | <i>learn</i> | English   | in school? |
| <i>DO</i> | the children   | <i>eat</i>   | at home   | every day? |
| <i>DO</i> | they           | <i>eat</i>   | at home   | every day? |

Observe la modificación que sufre la forma verbal (*studies*, *study*) al pasar del afirmativo al interrogativo, cuando se emplea la tercera persona del singular: *he*, *the boy*, *the student*, *Frank*, etc. Asimismo nótese *DOES* en las preguntas.

|                         |                |           |            |
|-------------------------|----------------|-----------|------------|
| The boy                 | <i>studies</i> | in school | every day  |
| He                      | <i>studies</i> | in school | every day  |
| The student             | <i>learns</i>  | English   | in school  |
| He                      | <i>learns</i>  | English   | in school  |
| Frank                   | <i>eats</i>    | at home   | every day  |
| He                      | <i>eats</i>    | at home   | every day  |
| <i>DOES</i> the boy     | <i>study</i>   | in school | every day? |
| <i>DOES</i> he          | <i>study</i>   | in school | every day? |
| <i>DOES</i> the student | <i>learn</i>   | English   | in school? |
| <i>DOES</i> he          | <i>learn</i>   | English   | in school? |
| <i>DOES</i> Frank       | <i>eat</i>     | at home   | every day? |
| <i>DOES</i> he          | <i>eat</i>     | at home   | every day? |

Observe en esta gráfica como en el presente negativo *DOESN'T* sigue inmediatamente a un sujeto en singular (*the boy*) y *DON'T* a un sujeto en plural (*the boys*).

Además nótese los verbos en su forma simple (*study*, *learn*, etcétera).

|                |                |              |           |
|----------------|----------------|--------------|-----------|
| The boy        | <i>DOESN'T</i> | <i>study</i> | every day |
| The boys       | <i>DON'T</i>   | <i>study</i> | every day |
| The student    | <i>DOESN'T</i> | <i>learn</i> | English   |
| The students   | <i>DON'T</i>   | <i>learn</i> | English   |
| Frank          | <i>DOESN'T</i> | <i>eat</i>   | at home   |
| Frank and Mary | <i>DON'T</i>   | <i>eat</i>   | at home   |

## EJERCICIOS

Cambie oralmente cada una de estas oraciones negativas a las formas afirmativas e interrogativa, ejemplos:

- (af.) The boy studies every day  
 (int) Does the boy study every day?
- (af.) The boys study every day  
 (int) Do the boys study every day?

| Adjetivos posesivos                 | Pronombres posesivos                 |
|-------------------------------------|--------------------------------------|
| MY (mai) = mi                       | MINE (máin) = mío                    |
| YOUR (iór) = tu o su                | YOURS (iórs) = tuyo, suyo (de usted) |
| HIS (jis) = su (de él)              | HIS (jis) = suyo (de él)             |
| HER (jer) = su (de ella)            | HERS (jers) = suyo (de ella)         |
| ITS (its) = su (del neutro)         | ITS (its) = suyo (del neutro)        |
| OUR (aúr) = nuestro                 | OURS (áurs) = de nosotros            |
| YOUR (iór) = vuestro, su de ustedes | YOURS (iórs) = de vos. o de ustedes  |
| THEIR (der) = su de ellos(as)       | THEIRS (ders) = de ellos(as)         |

| Artículos determinados       | Artículos indeterminados                                |
|------------------------------|---|
| (sing) THE (di) = el, la, lo | (sing) A (ei) = un, una                                 |
| (plu) THE (di) = los, las    | (plu) SOME (som) = unos, unas, algo, algún, algunos(as) |

| Adjetivos demostrativos   |  |
|---|--|
| Singulares { THIS (dis) = este, esta, esto<br>THAT (dat) = ese o aquel<br>esa o aquella | Plurales { THESE (diis) = estos(as)<br>THOSE (dóus) = esos(as)<br>aquellos<br>aquellas |

## EJERCICIOS

Lea primeramente cada una de las siguientes oraciones en voz alta y a continuación cámbielas oralmente a las formas negativas e interrogativas.

This is *my* book  
These are *my* books  
These books are *mine*

Éste es mi libro  
Éstos son mis libros  
Estos libros son míos

That is *my* pencil  
Those are *my* pencils  
Those pencils are *mine*

Ése es mi lápiz  
Ésos son mis lápices  
Esos lápices son míos

This is *your* note-book  
These are *your* note-books  
These note-books are *yours*

Éste es tu cuaderno  
Éstos son tus cuadernos  
Estos cuadernos son tuyos

That is *his* pen  
Those are *his* pens  
Those pens are *his*

Aquella es su pluma (de él)  
Aquellas son sus plumas (de él)  
Aquellas plumas son de él

This is *her* eraser <sup>1</sup>  
These are *her* erasers  
These erasers are *hers*

Éste es su borrador (de ella)  
Éstos son sus borradores (de ella)  
Estos borradores son de ella

That is *its* inhabitant <sup>2</sup>  
Those are *its* inhabitants  
Those inhabitants are of Mexico City

Aquél es su habitante  
Aquéllos son sus habitantes  
Aquellos habitantes son de la ciudad de México

This is *our* city  
These are *our* cities  
Those cities are *ours*

Esta es nuestra ciudad  
Éstas son nuestras ciudades  
Estas ciudades son nuestras

That is *their* hotel  
Those are *their* hotels  
Those hotels are *theirs*

Ése es su hotel (de ellos)  
Ésos son sus hoteles (de ellos)  
Esos hoteles son de ellos

WHOSE (jus) = de quien, de quienes  
Whose book is this? = ¿de quién es este libro?  
Whose books are these? = ¿de quiénes son estos libros?

<sup>1</sup> Pronúciase *irrédiser*

<sup>2</sup> Pronúciase *injábitant*

## LA BASE DEL IDIOMA INGLÉS

Verbo **TO BE** = ser o estar

|      |     |                      | CONTRACCIONES |             |
|------|-----|----------------------|---------------|-------------|
|      |     |                      | aff.          | neg.        |
| I    | AM  | yo soy o estoy       | I'M           | I'M NOT     |
| You  | ARE | usted es o está      | YOU'RE        | YOU'RE NOT  |
| He   | IS  | él es o está         | HE'S          | HE'S NOT    |
| She  | IS  | ella es o está       | SHE'S         | SHE'S NOT   |
| It   | IS  | ello es o está       | IT'S          | IT'S NOT    |
| We   | ARE | nos. somos o estamos | WE'RE         | WE'RE NOT   |
| You  | ARE | vos. sois o estáis   | YOU'RE        | YOU'RE NOT  |
| They | ARE | ellos son o están    | THEY'RE       | THEY'RE NOT |

NOTA: En este verbo al igual que CAN (poder) y MUST (deber) no se emplean los auxiliares **DO, DON'T, DOES, DOESN'T**. **IT** se emplea para animales o cosas (neutro).

### EJERCICIOS CON EL VERBO **TO BE** (ser o estar)

Léanse oralmente tanto la forma afirmativa como la negativa

|                               |                          |
|-------------------------------|--------------------------|
| I'M a Mexican                 | I'M not an American      |
| I'M in Mexico                 | I'M not in United States |
| I'M at home                   | I'M not in the park      |
| You'RE my friend              | You'RE not my enemy      |
| You'RE here                   | You'RE not there         |
| He'S my brother               | He'S not my cousin       |
| He'S in the office            | He'S not at home         |
| She'S my mother               | She'S not my aunt        |
| It'S mine                     | It'S not yours           |
| It'S here                     | It'S not there           |
| We'RE together                | We'RE not separated      |
| We'RE married                 | We'RE not divorced       |
| You'RE workers                | You'RE not technicians   |
| They'RE visitors              | They'RE not employees    |
| They'RE in the boarding-house | They'RE not in a hotel   |

Comparando el verbo **"TO BE"** en sus formas de presente y pasado

| PRESENT |     |           | PAST |      |   |
|---------|-----|-----------|------|------|---|
| I       | AM  | (I'm)     | I    | WAS  | (Yo era, fui, estaba o estuve)                  |
| You     | ARE | (You're)  | You  | WERE | (Ud. era, fue, estaba o estuvo)                 |
| He      | IS  | (He's)    | He   | WAS  | (Él era, fue, estaba o estuvo)                  |
| She     | IS  | (She's)   | She  | WAS  | (Ella era, fue, estaba o estuvo)                |
| It      | IS  | (It's)    | It   | WAS  | (Él era, fue, estaba o estuvo)                  |
| We      | ARE | (We're)   | We   | WERE | (Nosotros éramos, fuimos, estábamos, estuvimos) |
| You     | ARE | (You're)  | You  | WERE | (Uds. eran, fueron, estaban o estuvieron)       |
| They    | ARE | (They're) | They | WERE | (Ellos eran, fueron, estaban o estuvieron)      |

### «TO BE»

| PRESENT NEGATIVE |     |               | PAST NEGATIVE |      |                    |
|------------------|-----|---------------|---------------|------|--------------------|
| I                | AM  | (I'm not)     | I             | WAS  | not (I wasn't)     |
| You              | ARE | (You aren't)  | You           | WERE | not (You weren't)  |
| He               | IS  | (He isn't)    | He            | WAS  | not (He wasn't)    |
| She              | IS  | (She isn't)   | She           | WAS  | not (She wasn't)   |
| It               | IS  | (It isn't)    | It            | WAS  | not (It wasn't)    |
| You              | ARE | (We aren't)   | We            | WERE | not (We weren't)   |
| We               | ARE | (You aren't)  | You           | WERE | not (You weren't)  |
| They             | ARE | (They aren't) | They          | WERE | not (They weren't) |

Comparando el presente y pasado interrogativo del verbo *TO BE*

|                                   |                                    |
|-----------------------------------|------------------------------------|
| <i>AM</i> I?                      | <i>WAS</i> I?                      |
| <i>ARE</i> you?                   | <i>WERE</i> you?                   |
| <i>IS</i> { he?<br>she?<br>he?    | <i>WAS</i> { he?<br>she?<br>it?    |
| <i>ARE</i> { we?<br>you?<br>they? | <i>WERE</i> { we?<br>you?<br>they? |

Nótese el uso práctico del verbo "*TO BE*" (ser o estar) en estas preguntas y respuestas de empleo cotidiano.

- |          |                   |                         |
|----------|-------------------|-------------------------|
| 1) Who   | } <i>ARE</i> you? | 1) I'M Manuel López     |
| 2) What  |                   | 2) I'M a lawyer         |
| 3) Where |                   | 3) I'M in my law-office |
| 4) How   |                   | 4) I'M fine, thank you  |

- |                       |                         |
|-----------------------|-------------------------|
| 1) ¿Quién es usted?   | Yo soy Manuel López     |
| 2) ¿Qué es usted?     | Yo soy abogado          |
| 3) ¿Dónde está usted? | Yo estoy en mi bufete   |
| 4) ¿Cómo está usted?  | Yo estoy bien, gracias. |

Diagramas empleando el presente y pasado del verbo *TO BE* (ser o estar) en sus formas: afirmativa, negativa e interrogativa.

|                   |                               |        |                     |
|-------------------|-------------------------------|--------|---------------------|
| (Present affirm.) | I { <i>AM</i><br><i>WAS</i> } | } busy | (Yo estoy ocupado)  |
| (Past affirm.)    |                               |        | (yo estaba ocupado) |

|                    |                               |            |                        |
|--------------------|-------------------------------|------------|------------------------|
| (Present negative) | I { <i>AM</i><br><i>WAS</i> } | } not busy | (Yo no estoy ocupado)  |
| (Past negative)    |                               |            | (yo no estaba ocupado) |

|                     |                           |                        |
|---------------------|---------------------------|------------------------|
| (Present interrog.) | } <i>ARE</i><br>you free? | (¿está usted libre?)   |
| (Past interrog.)    |                           | (¿estaba usted libre?) |

## FORMA EN FUTURO DEL VERBO TO BE

Observe el empleo del auxiliar *WILL* para la construcción del tiempo futuro en todas las personas.

| Futuro afirmativo   | Contracciones     | Traducción                |
|---------------------|-------------------|---------------------------|
| I <i>WILL</i> BE    | <i>I'LL</i> BE    | Yo seré o estaré          |
| You <i>WILL</i> BE  | <i>You'LL</i> BE  | Usted será o estará       |
| He <i>WILL</i> BE   | <i>He'LL</i> BE   | Él será o estará          |
| She <i>WILL</i> BE  | <i>She'LL</i> BE  | Ella será o estará        |
| It <i>WILL</i> BE   | <i>It'LL</i> BE   | Ello será o estará        |
| We <i>WILL</i> BE   | <i>We'LL</i> BE   | Nos. seremos o estaremos  |
| You <i>WILL</i> BE  | <i>You'LL</i> BE  | Uds. serán o estarán      |
| They <i>WILL</i> BE | <i>They'LL</i> BE | Ellos(as) serán o estarán |

Observe el futuro negativo e interrogativo del verbo *TO BE*. *Won't* es la contracción de *will not*.

| Futuro negativo         | Contracciones        | Futuro interrogativo |
|-------------------------|----------------------|----------------------|
| I <i>WILL not</i> BE    | I <i>WON'T</i> be    | <i>WILL</i> I BE?    |
| You <i>WILL not</i> BE  | You <i>WON'T</i> be  | <i>WILL</i> you BE?  |
| He <i>WILL not</i> BE   | He <i>WON'T</i> be   | <i>WILL</i> he BE?   |
| She <i>WILL not</i> BE  | She <i>WON'T</i> be  | <i>WILL</i> she BE?  |
| It <i>WILL not</i> BE   | It <i>WON'T</i> be   | <i>WILL</i> it BE?   |
| We <i>WILL not</i> BE   | We <i>WON'T</i> be   | <i>WILL</i> we BE?   |
| You <i>WILL not</i> BE  | You <i>WON'T</i> be  | <i>WILL</i> you BE?  |
| They <i>WILL not</i> BE | They <i>WON'T</i> be | <i>WILL</i> they BE? |

NOTA: En ciertos casos úsanse también *SHALL* para I y we en el inglés retórico o en poesía y liturgia. En el inglés moderno y práctico es común el uso de *WILL* para todas las personas.

## CÓMO FORMAR EL GERUNDIO (forma «ING») TERMINACIÓN «ING» EQUIVALENTE EN ESPAÑOL A «ANDO» o «IENDO»

Fórmase el gerundio con el infinitivo de los verbos (pero suprimiendo la partícula "to") + la terminación *ING*.

INFINITIVO (sin "to") + *ING* = GERUNDIO.

Ejemplos:

|                   |           |                    |
|-------------------|-----------|--------------------|
| Speak             | speaking  | (hablando)         |
| eat               | eating    | (comiendo)         |
| drink             | drinking  | (bebiendo)         |
| sleep             | sleeping  | (durmiendo)        |
| buy               | buying    | (comprando)        |
| work              | working   | (trabajando)       |
| do                | doing     | (haciendo)         |
| expect            | expecting | (esperando)        |
| see               | seeing    | (viendo)           |
| be                | being     | (siendo o estando) |
| come <sup>1</sup> | coming    | (viniendo)         |
| get <sup>2</sup>  | getting   | (consiguiendo)     |

|  |  |
|--|--|
| <div> <div>AM</div> <div>I</div> <div>WAS</div> </div> } writing | <div> <div>ARE</div> <div>What</div> <div>WERE</div> </div> } you doing? |
| Yo estoy escribiendo   | ¿Qué está usted haciendo?  |
| Yo estaba escribiendo  | ¿Qué estaba usted haciendo?  |

<sup>1</sup> Los infinitivos que terminan en *e* muda como *COME*, pierden dicha vocal en el gerundio: *COMing*; *LIKE*, *LIKing*; *WRITE*, *WRITing*; *DANCE*, *DANCing*.

<sup>2</sup> Hay algunos que doblan la consonante en el gerundio, tal es el caso de *GET* (conseguir, obtener), *SWIM* (nadar), *RUN* (correr), *BEGIN* (empezar), *LET* (permitir), etc.: *GETTing*, *SWIMMing*, *RUNNing*, *BEGINNing*, *LETTing*.

Lea estas oraciones en voz alta y observe la función de los verbos auxiliares (*am, are, is*), advirtiendo a la vez su cambio de posición respecto al sujeto, al variar de forma.

|       |            |          |           |
|-------|------------|----------|-----------|
| How   | <i>AM</i>  | I        | speaking? |
| What  | <i>ARE</i> | you      | writing?  |
| Where | <i>ARE</i> | they     | working?  |
| Where | <i>ARE</i> | we       | going?    |
| What  | <i>ARE</i> | the boys | reading?  |
| How   | <i>IS</i>  | he       | reading?  |
| What  | <i>IS</i>  | he       | reading?  |
| Where | <i>IS</i>  | he       | reading?  |
| What  | <i>IS</i>  | the boy  | doing?    |

|         |          |                   |
|---------|----------|-------------------|
| You'RE  | speaking | well              |
| I'M     | writing  | a letter          |
| They'RE | working  | in the office     |
| We'RE   | going    | home              |
| They'RE | reading  | the lesson        |
| He'S    | reading  | well              |
| He'S    | reading  | the lesson        |
| He'S    | reading  | in the classroom. |
| He'S    | reading  |                   |

Observe la posición de estos auxiliares negativos en sus formas contraídas.

|       |                |          |
|-------|----------------|----------|
|       | <i>I'M NOT</i> | speaking |
| You   | <i>AREN'T</i>  | writing  |
| They  | <i>AREN'T</i>  | working  |
| We    | <i>AREN'T</i>  | eating   |
| Frank | <i>ISN'T</i>   | speaking |
| Mary  | <i>ISN'T</i>   | writing  |
| He    | <i>ISN'T</i>   | working  |
| She   | <i>ISN'T</i>   | eating   |

Observe la posición de los diferentes elementos en las siguientes oraciones interrogativas. Tomando como guía este patrón de construcción, forme oraciones interrogativas tanto en presente como en pasado, contestándolas afirmativa y negativamente.

|      |   |             |     |   |              |
|------|---|-------------|-----|---|--------------|
| What | { | <i>ARE</i>  | you | { | doing?       |
|      |   |             |     |   | eating?      |
|      |   | <i>WERE</i> |     |   | reading?     |
|      |   |             |     |   | writing?     |
|      |   |             |     |   | looking at?  |
|      |   |             |     |   | looking for? |
|      |   |             |     |   | waiting for? |
|      |   |             |     |   | buying?      |
| What | { | <i>IS</i>   | he  |   |              |
|      |   |             |     |   |              |
|      |   | <i>WAS</i>  |     |   |              |

### RESPUESTAS BREVES

Lea en voz alta las siguientes oraciones y note cómo se originan las *respuestas breves* mediante el uso de los auxiliares. Observe, asimismo, el empleo de las contracciones *ISN'T* (is not), *WASN'T* (was not), *AREN'T* (are not), *WEREN'T* (were not) para las *respuestas breves* en forma negativa.

—Are you looking at me?  
—No, I'm not

—Is he looking at her?  
—Yes, he is

—What are you looking at now?  
—I'm looking at him

—Were you looking at us before?  
—Yes, I was

—Were you looking at them before?  
—No, I wasn't

—What were you looking at yesterday at noon?  
—I was looking at the shop-windows

—Were you looking at the prices?  
—No, I wasn't

—What is he waiting for, now?  
—He's waiting for the bus in order to go home

—Is he waiting for the street-car now?  
—No, he isn't

—Was he waiting for a street-car before?  
—No, he wasn't

—What were you waiting for last night?  
—I was waiting for her to go out

—Are you looking for your pencil now?  
—No, I'm not

—What are you looking for?  
—I'm looking for my book, now

—What were you looking for before?  
—I was looking for my eye-glasses

—Were they looking for me before?  
—No, they weren't

—Was she looking for him yesterday?  
—Yes, she was

—Were you looking for us last night?  
—Yes, I was

—Are you looking at them?  
—Yes, I am

—Am I looking at you now?  
—No, you aren't

—Was I looking at her before?  
—Yes, you were

—Were you looking at me?  
—No, I wasn't. I was looking at him.

## CONVERSATION

(conversé-shien)

### *Present*

—What *are* you doing now?

—*I'm* eating

—What *are* you eating?

—*I'm* eating some fish

—Why *are* you eating fish?

—Because *I'm* hungry

—What *is* he doing?

—He's writing a letter

—*Is* he reading?

—No, he *isn't* reading. He's writing a letter.

### *Past*

—*Were* you here yesterday?

—No, I *wasn't* (here yesterday)

—Where *were* you yesterday?

—*I was* at home

—What *were* you doing at home yesterday?

—*I was* resting

—What else *were* you doing yesterday?

—*I was* reading the news-paper.

- What *was* Frank doing yesterday?
- He *was* working
- Where *was* Frank working?
- He *was* working in the office
- Was* Frank resting yesterday?
- No, he *wasn't*. He *was* working
- What else *was* the boy doing yesterday?
- He *was* playing ball after work.
- Was* the boy studying last night?
- Yes, he *was*
- Where *was* the boy studying last night?
- He *was* studying at home
- How long *was* he studying last night?
- He *was* studying about two hours
- Was* Frank at the movies last night?
- No, he *wasn't*; he *was* at school last night.

Repasando algunas palabras ya sabidas y aprendiendo otras nuevas.

|              |              |                              |
|--------------|--------------|------------------------------|
| What else?   | (juat els)   | = ¿qué más?, ¿qué otra cosa? |
| How long?    | (jáo long)   | = ¿cuánto tiempo?            |
| yesterday    | (iésterday)  | = ayer                       |
| last night   | (last náit)  | = anoche                     |
| Why          | (juái)       | = ¿por qué?                  |
| because      | (bicós)      | = porque                     |
| about        | (abaut)      | = acerca de, aproximadamente |
| before work  | (bifór uerc) | = antes del trabajo          |
| after work   | (áfter uerc) | = después del trabajo        |
| ball         | (bol)        | = pelota (juego de pelota)   |
| letter       | (léter)      | = carta                      |
| newspaper    | (niúspeiper) | = periódico                  |
| hour         | (áur)        | = hora                       |
| night-school | (náit-scul)  | = escuela nocturna           |
| movies       | (múvis)      | = cine, cinematógrafo        |

## CASOS DONDE EL VERBO TO BE EQUIVALE A LO QUE EN ESPAÑOL CORRESPONDE AL VERBO HABER

Empléase el verbo *TO BE* en lugar del verbo *TO HAVE* en esas oraciones que expresan *existencia* de algo, por ejemplo:

*Hay* agua  
*Hay* mucha gente  
*Había* una casa  
 Mañana *habrá* juego de pelota

O bien, por el contrario, aquellas que denotan la *no* existencia de alguna cosa:

No *hay* agua  
 No *había* gente  
 Mañana no *habrá* juego de pelota

La palabra *THERE* es el factor imprescindible en la construcción de este tipo de oraciones, ya que constituye su radical invariable. Veamos algunos ejemplos ilustrativos:

(sing.) There *is* a man in the office now (Hay un hombre en la [oficina ahora])

(plu.) There *are* two men in the office now (Hay dos hombres [en la oficina ahora])

(sing.) There *was* a man in the office yesterday (Había un hombre en la oficina ayer)

(plu.) There *were* two men in the office yesterday (Había dos [hombres en la oficina ayer])

Ahora veamos lo anterior esquemáticamente:

|       |   |  |
|-------|---|--|
| THERE | { | <i>Presente</i>                                      |
|       |   | <i>is</i> a man in the office now (singular)         |
|       |   | <i>are</i> two men in the office now (plural)        |
|       |   | -----  |
|       | { | <i>Pasado</i>  |
|       |   | <i>was</i> a man in the office yesterday (singular)  |
|       |   | <i>were</i> two men in the office yesterday (plural) |

La partícula NOT después de *is, are, was y were* constituye su forma negativa, ejemplos:

There *is not* much sugar } No hay mucha azúcar  
 There *isn't* much sugar }

There *are not* many people here } No hay mucha gente aquí  
 (There *aren't* many people here) }

There *was not* a boy in school } No había un muchacho en la escuela  
 (There *wasn't* a boy in school) }

There *were not* many boys in school } No había muchos muchachos en la escuela  
 (There *weren't* many boys in school) }

Sin embargo existen algunos casos en que la partícula NO se emplea en lugar de NOT, ocurriendo esto cuando un sustantivo sigue inmediatamente después de la negación. Ejemplos:

There *is NO* sugar today = No hay azúcar hoy  
 There *are NO* houses here = No hay casas aquí

There *was NO* telephone = No había teléfono  
 There *were NO* telephones = No había teléfonos

La formación del interrogativo toma la misma pauta seguida en el verbo *TO BE*, o sea, se invierte la posición del auxiliar (*is, are, was, were*) con respecto a *THERE*. Ejemplos:

*IS THERE* a man in the office now? =  
 ¿Hay un hombre en la oficina ahora?

*Are THERE* many persons in the house? =  
 ¿Hay muchas personas en la casa?

*Was THERE* an<sup>1</sup> accident here? =  
 ¿Hubo un accidente aquí?

*Were THERE* many children in class yesterday? =  
 ¿Había muchos niños en clase ayer?

<sup>1</sup> Usasé el artículo indeterminado *an* (en vez de *a*) delante de sustantivos que empiezan con vocal: *an apple* (una manzana), *an orange* (una naranja), *an accident* (un accidente), etc.

There *was* también significa en español *hubo o había* y *there were* expresa que *hubo o había* la existencia de algunas personas o cosas, o sea, la forma en plural de *THERE WAS*.

## EJERCICIOS

Llene los espacios en blanco con el auxiliar apropiado y de acuerdo con el tiempo que se indica al principio de cada oración.

(Presente) ——— there many schools and universities in Mexico?

(Futuro) There ——— be some classes in school tomorrow.

(Presente) There ——— a large university in Mexico City

(Pasado) ——— there an Aztec temple where the Metropolitan Cathedral is standing now?

(Futuro) ——— there be more public telephones for the next year?

(Pasado) There ——— many old buildings here before.

(Presente) There ——— a few good theaters in this town.

(Presente) There ——— no money now in my purse.

(Pasado) There ——— not too much water yesterday.

(Pasado) There ——— no people in the street last night.

(Presente) There ——— not any houses in that place.

(Futuro) There ——— be another market in the city.

(Pasado) ——— there not another pencil in that drawer?

(Presente) ——— there other books in the bookcase?

(Presente) ——— there any important library here?

(Futuro) ——— there be any good bull-fight next Sunday?

(Pasado) ——— there not several men in that meeting?

(Pasado) There ——— no men in the meeting; only women.

## FORMACIÓN DEL PLURAL DE LOS SUSTANTIVOS

El plural de los sustantivos se forma, generalmente, en inglés como en español, es decir, añadiéndose una *S* al singular. Ejemplo:

| <i>Singular</i> | <i>Plural</i> |
|-----------------|---------------|
| doctor          | doctorS       |
| car             | carS          |
| house           | houseS        |
| school          | schoolS       |
| tree            | treeS         |
| door            | doorS         |
| building        | buildingS     |
| boy             | boyS          |

Aquellos sustantivos que en su forma singular terminan en *s*, *sh*, *ch*, y *x*, como *glass* (vaso), *fish* (pescado), *match* (cerillo) y *box* (caja), etc. se agrega *ES*. Ejemplos:

| <i>Singular</i> | <i>Plural</i> |
|-----------------|---------------|
| glass           | glassES       |
| mass            | massES        |
| kiss            | kissES        |
| class           | classES       |
| dress           | dressES       |
| fish            | fishES        |
| ash             | ashES         |
| brush           | brushES       |
| match           | matchES       |
| box             | boxES         |
| tax             | taxES         |

## ALGUNOS SUSTANTIVOS IRREGULARES EN CUANTO A LA FORMACIÓN DE SU PLURAL

Existen, sin embargo, ciertos sustantivos que se apartan de esa regla y forman su plural de diferentes maneras. Veamos a continuación estos casos excepcionales.

| <i>Singular</i> |          | <i>Plural</i> |           |
|-----------------|----------|---------------|-----------|
| MAN             | (hombre) | MEN           | (hombres) |
| WOMAN           | (mujer)  | WOMEN         | (mujeres) |
| CHILD           | (niño)   | CHILDREN      | (niños)   |
| OX              | (buey)   | OXEN          | (bueyes)  |

## *Singular*

FOOT (pie)  
TOOTH (diente)

WIFE (esposa)  
WOLF (lobo)  
HALF (mitad)  
SHELF (estante)  
KNIFE (cuchillo)

MOUSE (ratón)  
GOOSE (ganso)  
LOUSE (piojo)

## *Plural*

FEET (pies)  
TEETH (dientes)

WIVES (esposas)  
WOLVES (lobos)  
HALVES (mitades)  
SHELVES (estantes)  
KNIVES (cuchillos)

MICE (ratones)  
GEESE (gansos)  
LICE (piojos)

Comparando la acción habitual (*go, goes*) con la acción momentánea (*going*).

| <i>Acción habitual</i>                  | <i>Traducción</i>                             |
|---|---|
| I GO to school every day                | Yo voy a la escuela todos los días            |
| You GO to school every night            | Ud. va a la escuela todas las noches          |
| He GOES to Mexico every month           | Él va a México cada mes                       |
| She GOES to the movies every week       | Ella va al cine cada semana                   |
| It GOES to Acapulco daily               | (neutro) Va a Acapulco diariamente            |
| We Go to the beach every year           | Nosotros vamos a la playa cada año            |
| You GO to the office every morning      | Uds. van a la oficina todas las mañanas       |
| They GO to New York very often          | Ellos(as) van a Nueva York muy a menudo.      |
| <i>Acción momentánea o futurística</i>  | <i>Traducción</i>                             |
| I'm GOING to school now                 | Yo voy a la escuela ahora                     |
| You're GOING to school soon             | Ud. va a la escuela pronto                    |
| He's GOING to Mexico very soon          | Él va a México muy pronto                     |
| She's GOING to the movies tonight       | Ella va al cine esta noche                    |
| It's GOING to Acapulco now              | (neutro) Va a Acapulco ahora                  |
| We're GOING to the beach next Summer    | Nosotros vamos a la playa el próximo verano   |
| You're GOING to the office tomorrow     | Uds. van a la oficina mañana                  |
| They're GOING to the New York next week | Ellos(as) van a Nueva York la semana próxima. |

## REPASO ESQUEMÁTICO DE LA FORMACIÓN DEL PRESENTE INTERROGATIVO Y NEGATIVO PARA MAYORÍA DE LOS VERBOS

Diagrama mostrando cómo se forma el presente interrogativo y negativo.

Observe la regla general de estas dos formas y la posición de sus diferentes elementos.

| <i>INTERROGATIVO</i> |                       | <i>NEGATIVO</i>                         |        |
|----------------------|-----------------------|---|--------|
| Aux + Suj. + Verbo   |                       | Suj. + Aux. neg. + Verbo                |        |
| DO                   | { I<br>you }          | I } DON'T<br>You } (do not)             | } KNOW |
| DOES                 | { he<br>she<br>it }   | He } DOES'T<br>She } (does not)<br>It } |        |
| DO                   | { we<br>you<br>they } | We } DON'T<br>You } (do not)<br>They }  |        |

NOTA: Este diagrama es aplicable a todos los verbos, excepto a los verbos auxiliares *to be, can, may, might y must*.

## EJERCICIOS

Para practicar estas formas, sustituya *know* por: *speak, see, eat, drink, work, buy y travel*.

Diagrama mostrando cómo formar el *presente interrogativo* para todos los verbos en inglés; excepto: *TO BE, CAN y MUST* (*are you?*) (*can you?*) (*must you?*)

Obsérvese que las palabras, *how, what, where, etc.*, anteceden a los auxiliares.

|                | Auxiliar | + Sujeto    | + Verbo  |               |
|----------------|----------|-------------|----------|---------------|
| 1 How          | ↓        | ↓           | ↓        |               |
| 2 What         | DO       | { I<br>you  | 1 speak  | English?      |
| 3 Where        |          |             | 2 do     | for a living? |
| 4 When         | DOES     | { he<br>she | 3 work?  |               |
| 5 At what time |          | { it        | 4 rest?  |               |
| 6 Why          |          |             | 5 leave? |               |
| 7 How much     | DO       | { we<br>you | 6 learn  | English?      |
| 8 How many     |          | { they      | 7 buy?   |               |
| 9 How long     |          | { the men   | 8 want?  |               |
|                |          |             | 9 stay   | here?         |

|                |      |          |        |               |
|----------------|------|----------|--------|---------------|
| 1 How          | DO   | I        | speak  | English?      |
| 2 What         | DO   | you      | do     | for a living? |
| 3 Where        | DOES | John     | work?  |               |
| 4 When         | DOES | Mary     | rest?  |               |
| 5 At what time | DOES | the bus  | leave? |               |
| 6 Why          | DO   | we       | learn  | English?      |
| 7 How much     | DO   | you      | buy?   |               |
| 8 How many     | DO   | they     | want?  |               |
| 9 How long     | DO   | the boys | stay   | here?         |

Observe el uso de las palabras interrogativas (*how, when, etc.*) y el auxiliar *DO*.

|              |    |      |        |                    |
|--------------|----|------|--------|--------------------|
| How          | DO | I    | get    | to that place?     |
| When         | DO | We   | leave  | for the farm?      |
| At what time | DO | they | arrive | from the farm?     |
| Where        | DO | they | live   | during the Summer? |
| What         | DO | you  | do     | for a living?      |
| Why          | DO | you  | work   | so much?           |
| How much     | DO | you  | earn   | a month?           |
| How long     | DO | We   | stay   | in this place?     |

#### Traducción

¿Cómo llego a ese lugar?  
 ¿Cuándo salimos para la granja?  
 ¿A qué hora llegan ellos de la granja?  
 ¿Dónde viven ellos durante el verano?  
 ¿Qué hace usted para ganarse la vida?  
 ¿Por qué trabaja usted tanto?  
 ¿Cuánto gana usted al mes?  
 ¿Cuánto tiempo nos quedamos en este lugar?

El verbo *TO KNOW* (saber, conocer) y algunas expresiones prácticas que se pueden formar con él. Obsérvese la posición de la segunda forma verbal (*is, lives, gets*).

|             |              |                 |            |
|-------------|--------------|-----------------|------------|
| DO you know | where        | the post office | is?        |
| DO you know | what time it |                 | is?        |
| DO you know | where        | my books        | are?       |
| DO you know | where        | Mr. Lopez       | lives?     |
| DO you know | when         | he              | gets here? |

Repasando el presente afirmativo, negativo e interrogativo con el verbo **TO WORK** (trabajar).

|                |          |         |              |
|----------------|----------|---------|--------------|
| Affirmative:   | I        | work    | (Yo trabajo) |
|                | He       | works   | (Él trabaja) |
| Negative:      | I        | don't   | work         |
|                | He       | doesn't | work         |
| Interrogative: | How do   | I       | work?        |
|                | How does | he      | work?        |
|                | How do   | we      | work?        |
|                | How does | it      | work?        |

Obsérvese la posición de los diversos elementos de la oración en el interrogativo:

Auxiliar + Sujeto + Verbo

↓                      ↓                      ↓  
DOES    the watch    work?    (¿Funciona el reloj?)

|                |      |         |               |
|----------------|------|---------|---------------|
| Affirmative:   | I    | want    | to work       |
|                | He   | wants   | to work       |
| Negative:      | I    | don't   | want to work  |
|                | He   | doesn't | want to work  |
| Interrogative: | Do   | I       | want to work? |
|                | Does | he      | want to work? |
|                | Does | she     | want to work? |
|                | Do   | you     | want to work? |

Obsérvese la posición: *auxiliar, sujeto, y verbo infinitivo*, en estas oraciones interrogativas.

|       |      |         |      |          |
|-------|------|---------|------|----------|
|       | DOES | Robert  | want | to work? |
| Where | DOES | the boy | want | to work? |
| When  | DOES | the boy | want | to work? |
| Why   | DOES | he      | want | to work? |
|       | DOES | Robert  | want | to work? |

Observe en estas gráficas *speaking* y *write* en su forma original (o simple), en gerundio (ing) y con la forma *going to*.

|         |              |          |                  |
|---------|--------------|----------|------------------|
| I       | speaking     |          | to you every day |
| I'm     | speaking     |          | to you now       |
| I'm     | GOING        | to speak | to you tomorrow  |
| I don't | speaking     |          | to you every day |
| I'm     | not speaking |          | to you now       |
| I'm     | not GOING    | to speak | to you tomorrow  |
| Do      | you speak    |          | to me every day? |
| Are     | you speaking |          | to me now?       |
| Are     | you GOING    | to speak | to me tomorrow?  |

|         |               |          |                   |
|---------|---------------|----------|-------------------|
| He      | writes        |          | to us every week  |
| He's    | writing       |          | to us now         |
| He's    | GOING         | to write | to us tomorrow    |
| He      | doesn't write |          | to us every week  |
| He      | isn't writing |          | to us now         |
| He      | isn't GOING   | to write | to us tomorrow    |
| Does he | write         |          | to us every week? |
| Is he   | writing       |          | to us now?        |
| Is he   | GOING         | to write | to us tomorrow?   |

## MODO IMPERATIVO

Una de las fases más importantes en el aspecto lingüístico es el Modo Imperativo, dado su enorme empleo en el lenguaje cotidiano.

La base primordial de su formación es simplemente el verbo en su forma original o simple. Dicho de otra manera, se diría que el Imperativo es un *infinitivo* sin la partícula *to*. Ejemplos:

| <i>Infinitivo</i> |            | <i>Imperativo</i> |                    |
|-------------------|------------|-------------------|--------------------|
| <i>To speak</i>   | (hablar)   | SPEAK             | (hable, habla)     |
| <i>to eat</i>     | (comer)    | EAT               | (coma, come)       |
| <i>to come</i>    | (venir)    | COME              | (venga, ven)       |
| <i>to wait</i>    | (esperar)  | WAIT              | (espere, espera)   |
| <i>to read</i>    | (leer)     | READ              | (lea, lee)         |
| <i>to write</i>   | (escribir) | WRITE             | (escriba, escribe) |
| <i>to walk</i>    | (caminar)  | WALK              | (camine, camina)   |
| <i>to look</i>    | (mirar)    | LOOK              | (mire, mira)       |

El negativo se forma mediante el empleo de *DON'T* (*do not*) antepuesto al verbo:

|              |              |            |
|--------------|--------------|------------|
| <i>DON'T</i> | <i>speak</i> | No hable   |
|              | <i>eat</i>   | No coma    |
|              | <i>come</i>  | No venga   |
|              | <i>wait</i>  | No espere  |
|              | <i>read</i>  | No lea     |
|              | <i>write</i> | No escriba |
|              | <i>walk</i>  | No camine  |
|              | <i>look</i>  | No mire    |

## USO DE *LET'S* (*let us*) EN EL IMPERATIVO

El Modo Imperativo que se emplea en la primera persona del plural se expresa con el auxiliar *LET'S* (*let us*), cuando uno mismo se incluye junto con otras personas para desarrollar una acción determinada. Dicho auxiliar va seguido de un verbo en su forma original o simple, es decir, *speak, eat, come, etc.*

Veamos en este cuadro sinóptico la explicación esquemáticamente sintetizada de lo anterior.

|              |              |            |
|--------------|--------------|------------|
| <i>LET'S</i> | <i>speak</i> | Hablemos   |
|              | <i>eat</i>   | Comamos    |
|              | <i>come</i>  | Vengamos   |
|              | <i>wait</i>  | Esperemos  |
|              | <i>read</i>  | Leamos     |
|              | <i>write</i> | Escribamos |
|              | <i>walk</i>  | Caminemos  |
|              | <i>look</i>  | Miremos    |

Observemos ahora la palabra *NOT* después de *let's* para formar el negativo.

|                  |              |               |
|------------------|--------------|---------------|
| <i>LET'S NOT</i> | <i>speak</i> | No hablemos   |
|                  | <i>eat</i>   | No comamos    |
|                  | <i>come</i>  | No vengamos   |
|                  | <i>wait</i>  | No esperemos  |
|                  | <i>read</i>  | No leamos     |
|                  | <i>write</i> | No escribamos |
|                  | <i>walk</i>  | No caminemos  |
|                  | <i>look</i>  | No miremos    |

## EJERCICIOS

Ponga en Imperativo los siguientes verbos en infinitivo. Emplee tanto la forma singular como plural. Ejemplo:

Infinitivo: to go (home)

Imperativo singular: Go home = vete a casa

Imperativo plural: Let's go home = vayamos a casa

|                         |                             |
|-------------------------|-----------------------------|
| 1 to speak (English)    | 11 to close (the door)      |
| 2 to come (here)        | 12 to stop (at the corner)  |
| 3 to work               | 13 to play (the piano)      |
| 4 to walk               | 14 to practice (the lesson) |
| 5 to sit down           | 15 to write (the exercise)  |
| 6 to dance              | 16 to read (the newspaper)  |
| 7 to wait               | 17 to study (in school)     |
| 8 to stay (here)        | 18 to take (a bus)          |
| 9 to have (some coffee) | 19 to listen (to the music) |
| 10 to do (the work)     | 20 to go (home)             |

Cambie ahora ambos Imperativos a la forma negativa, empleando los mismos verbos en infinitivo. Ejemplo:

Infinitivo: to go (home)

Imp. neg. sing.: Don't go home = No vayas a casa

Imp. neg. plural: Let's not go home = No vayamos a casa

## NÚMEROS CARDINALES Y LA FORMACIÓN DE LOS ORDINALES

| Cardinales                |              | Ordinales                    |             |
|---------------------------|--------------|------------------------------|-------------|
| 1 one                     | (uán)        | 1st first                    | (ferst)     |
| 2 two                     | (tu)         | 2 nd second                  | (sécond)    |
| 3 three                   | (zri)        | 3rd third                    | (zerd)      |
| 4 four                    | (for)        | 4th fourth                   | (forz)      |
| 5 five                    | (fáiv)       | 5th fifth                    | (fifz)      |
| 6 six                     | (six)        | 6th sixth                    | (sixz)      |
| 7 seven                   | (séven)      | 7th seventh                  | (sevenz)    |
| 8 eight                   | (eit)        | 8th eighth                   | (eitz)      |
| 9 nine                    | (náin)       | 9th ninth                    | (náinz)     |
| 10 ten                    | (ten)        | 10th tenth                   | (tenz)      |
| 11 eleven                 | (iléven)     | 11th eleventh                | (ilévenz)   |
| 12 twelve                 | (tuélv)      | 12th twelfth                 | (tuélfz)    |
| 13 thirteen               | (zertín)     | 13th thirteenth              | (zertínz)   |
| 14 fourteen               | (fortín)     | 14th fourteenth              | (fortínz)   |
| 15 fifteen                | (fiftín)     | 15th fifteenth               | (fiftínz)   |
| 16 sixteen                | (sixtín)     | 16th sixteenth               | (sixtínz)   |
| 17 seventeen              | (seventín)   | 17th seventeenth             | (seventínz) |
| 18 eighteen               | (eitín)      | 18th eighteenth              | (eitínz)    |
| 19 nineteen               | (naintín)    | 19th nineteenth              | (naintínz)  |
| 20 twenty                 | (tuénti)     | 20th twentieth               | (tuéntiez)  |
| 21 twenty-one             |              | 21th twenty-first            |             |
| 22 twenty-two             |              | 22th twenty-second           |             |
| 23 twenty-three           |              | 23th twenty-third            |             |
| 24 twenty-four            |              | 24th twenty-fourth           |             |
| 25 twenty-five            |              | 25th twenty-fifth            |             |
| 26 twenty-six             |              | 26th twenty-sixth            |             |
| 30 thirty                 | (zérti)      | 30th thirtieth               | (zértiez)   |
| 40 forty                  | (fórti)      | 40th fortieth                | (fórtiez)   |
| 50 fifty                  | (fifti)      | 50th fiftieth                | (fiftiez)   |
| 60 sixty                  | (síxti)      | 60th sixtieth                | (síxtiez)   |
| 70 seventy                | (séventi)    | 70th seventieth              | (séventiez) |
| 80 eighty                 | (éiti)       | 80th eightieth               | (éitiez)    |
| 90 ninety                 | (náinti)     | 90th ninetieth               | (náintiez)  |
| 100 one hundred           | (uán jónred) | 100th one hundredth          | (jónredz)   |
| 101 one hundred and one   |              | 101th one hundred and first  |             |
| 102 one hundred and two   |              | 102th one hundred and second |             |
| 103 one hundred and three |              | 103th one hundred and third  |             |

### Cardinales

|           |                        |
|-----------|------------------------|
| 200       | two hundred            |
| 300       | three hundred          |
| 400       | four hundred           |
| 500       | five hundred           |
| 600       | six hundred            |
| 700       | seven hundred          |
| 800       | eight hundred          |
| 900       | nine hundred           |
| 1,000     | one thousand (záusand) |
| 2,000     | two thousand           |
| 1,000,000 | one million (mlion)    |
| 2,000,000 | two million            |

### Ordinales

|             |                           |
|-------------|---------------------------|
| 200th       | two hundredth             |
| 300th       | three hundredth           |
| 400th       | four hundredth            |
| 500th       | five hundredth            |
| 600th       | six hundredth             |
| 700th       | seven hundredth           |
| 800th       | eight hundredth           |
| 900th       | nine hundredth            |
| 1,000th     | one thousandth (zausandz) |
| 2,000th     | two thousandth            |
| 1,000,000th | one millionth (mlionz)    |
| 2,000,000th | two millionth             |

### EMPLEO DEL AUXILIAR CAN (poder)

Este es un verbo defectivo por constar sólo de las formas en presente y pasado, careciendo por lo tanto de participio y gerundio, así como también de los demás tiempos. No toma la partícula *to* en su forma de infinitivo. De igual modo inmediatamente después de *CAN* los infinitivos pierden también la partícula *to*. Tampoco admite *s* en las terceras personas del singular (he, she, it).

Ejemplos:

I *can* = yo puedo  
He *can* = él puede

Según lo anteriormente explicado, después de *CAN* se suprime la partícula *to* del verbo en infinitivo que le siga.

Ejemplo:

I *CAN* speak English

Asimismo *CAN* no utiliza los auxiliares *do*, *don't*, *does* y *doesn't* para formar el presente interrogativo y negativo, ya que dicho verbo defectivo es auxiliar de sí mismo al igual que *TO BE* (ser o estar).

Ejemplos:

|       |                |                    |                |
|-------|----------------|--------------------|----------------|
| (aff) | I              | <del>CAN</del>     | (yo puedo)     |
| (int) | <del>CAN</del> | I?                 | (¿puedo yo?)   |
| (neg) | I              | <del>CAN</del> not | yo no puedo)   |
| (aff) | He             | <del>CAN</del>     | speak English  |
| (int) | <del>CAN</del> | he                 | speak English? |
| (neg) | He             | <del>CAN</del> not | speak English. |

Comparando el verbo *CAN* (poder) y el verbo *TO WANT* (querer).

|      |            |       |        |      |              |          |        |
|------|------------|-------|--------|------|--------------|----------|--------|
| I    | <i>CAN</i> | see   | you    | I    | <i>WANT</i>  | to see   | you    |
| You  | <i>CAN</i> | speak | to me  | You  | <i>WANT</i>  | to speak | to me  |
| He   | <i>CAN</i> | eat   |        | He   | <i>WANTS</i> | to eat   |        |
| She  | <i>CAN</i> | buy   |        | She  | <i>WANTS</i> | to buy   |        |
| It   | <i>CAN</i> | run   |        | It   | <i>WANTS</i> | to run   |        |
| We   | <i>CAN</i> | talk  | to you | We   | <i>WANT</i>  | to talk  | to you |
| You  | <i>CAN</i> | read  |        | You  | <i>WANT</i>  | to read  |        |
| They | <i>CAN</i> | work  |        | They | <i>WANT</i>  | to work  |        |

Algunas oraciones prácticas que se pueden formar en torno a CAN.

Obsérvese cómo en inglés *no* puede haber un doble interrogativo en una misma oración. Es decir, únicamente debe emplearse un auxiliar interrogativo en una oración de ese tipo. Evite dos auxiliares interrogativos en una misma oración. Nótese, por lo tanto, la posición de *is, are, was, were, etc.*

|     |               |           |                 |        |
|-----|---------------|-----------|-----------------|--------|
| CAN | you tell me   | what time | it              | IS?    |
| CAN | you tell us   | where     | the Post office | IS?    |
| CAN | you tell him  | where     | his books       | ARE?   |
| CAN | you tell them | how       | the boy         | WAS?   |
| CAN | you tell her  | how       | the children    | WERE?  |
| CAN | you tell me   | how much  | he              | WANTS? |
| CAN | you tell us   | how much  | this house      | COSTS? |
| CAN | you tell us   | how long  | this            | LASTS? |
| CAN | you tell me   | how long  | this trip       | LASTS? |
| CAN | you tell me   | how many  | she             | NEEDS? |
| CAN | you tell me   | where     | Mr. Lopez       | LIVES? |

|     |             |      |    |            |
|-----|-------------|------|----|------------|
| CAN | you tell us | when | he | GETS here? |
|-----|-------------|------|----|------------|

#### Traducción

- ¿Puede usted decirme qué hora es?
- ¿Puede usted decirnos dónde está la oficina de correos?
- ¿Puede usted decirle a él dónde están sus libros?
- ¿Puede usted decirles a ellos cómo estaba el muchacho?
- ¿Puede usted decirle a ella cómo estaban los niños?
- ¿Puede usted decirme cuánto quiere él?
- ¿Puede usted decirnos cuánto cuesta esta casa?
- ¿Puede usted decirnos cuánto tiempo dura esto?
- ¿Puede usted decirme cuánto tiempo dura este viaje?
- ¿Puede usted decirme cuántos necesita ella?
- ¿Puede usted decirme dónde vive el señor López?
- ¿Puede usted decirnos cuándo llega él aquí?

#### THE MONTHS OF THE YEAR

(Los meses del año)

|           |             |              |
|-----------|-------------|--------------|
| January   | (yánueri)   | = enero      |
| February  | (fébrueri)  | = febrero    |
| March     | (march)     | = marzo      |
| April     | (éiprol)    | = abril      |
| May       | (mei)       | = mayo       |
| June      | (yun)       | = junio      |
| July      | (yulái)     | = julio      |
| August    | (ógost)     | = agosto     |
| September | (septémber) | = septiembre |
| October   | (octóber)   | = octubre    |
| November  | (novémber)  | = noviembre  |
| December  | (disémber)  | = diciembre  |

#### PRONOMBRES REFLEXIVOS

##### Singulares

|          |           |                           |
|----------|-----------|---------------------------|
| Myself   | (maiseif) | = yo mismo                |
| yourself | (iorself) | = usted mismo             |
| himself  | (jimself) | = él mismo                |
| herself  | (jerself) | = ella misma              |
| itself   | (itself)  | = ello mismo (impersonal) |

##### Plurales

|            |            |                     |
|------------|------------|---------------------|
| Ourselves  | (aurselvs) | = nosotros mismos   |
| yourselves | (iorselvs) | = ustedes mismos    |
| themselves | (demselvs) | = ellos (as) mismos |

NOTA: Themselves es el plural de *himself, herself, itself*.

## EMPLEO DE WILL

Generalmente en el inglés moderno y práctico el auxiliar *WILL* (uil) se emplea en todas las personas y con todos los verbos (excepto *can* y *must*) para construir la forma en futuro.

Úsase *SHALL* exclusivamente en el inglés retórico o en poesía y liturgia y sólo en las primeras personas *I* y *we*: *I shall*, *we shall*.

Para convertir una forma verbal de presente a futuro se requiere únicamente *anteponer* el auxiliar *WILL* al verbo en presente, o sea, en su forma original (*speak*, *read*, *write*, *rain*, *swim*, *dance*, etc.). Ejemplos:

|                |       |              |
|----------------|-------|--------------|
| I              | speak | = Yo hablo   |
| I <i>WILL</i>  | speak | = Yo hablaré |
| He             | reads | = Él lee     |
| He <i>WILL</i> | read  | = Él leerá   |

Ahora nótese cómo *WILL* no toma *s* al conjugarse con *he*, *she*, *it* y observe cómo la *s* empleada en la forma en presente desaparece en la forma futura. Ejemplos:

|                 |        |                  |
|-----------------|--------|------------------|
| She             | writes | = Ella escribe   |
| She <i>will</i> | write  | = Ella escribirá |
| It              | rains  | = Lloverá        |
| It <i>will</i>  | rain   | = Lloverá        |

Para formar el futuro negativo colóquese la partícula *NOT* después de *WILL*. Ejemplos:

|       |                    |      |                         |
|-------|--------------------|------|-------------------------|
| (af.) | We <i>will</i>     | swim | = Nosotros no nadaremos |
| (neg) | We <i>will</i> NOT | swim | = Nosotros nadaremos    |

Y para cambiar del futuro afirmativo al interrogativo, inviértase la posición del sujeto con *WILL*, como en el caso de *can* y de *to be*. Ejemplos:

|                  |        |                    |
|------------------|--------|--------------------|
| They <i>will</i> | dance  | = Ellos bailarán   |
| <i>Will</i> they | dance? | = ¿Bailarán ellos? |

Existen, asimismo, el uso práctico de las contracciones tanto de *WILL* como de *WILL* not. Veámoslas en estos ejemplos ilustrativos.

|               |                         |                                       |
|---------------|-------------------------|---------------------------------------|
| I <i>WILL</i> | be in Chicago next week | } Estaré en Chicago la semana próxima |
| I'LL          | be in Chicago next week |                                       |

|                                    |                         |
|------------------------------------|-------------------------|
| I <i>WILL</i> not be here tomorrow | } No estaré aquí mañana |
| I WON'T be here tomorrow           |                         |

## EXPRESIONES IDIOMÁTICAS QUE SE FORMAN CON WILL

Además de ser *WILL* el auxiliar del futuro, también implica en ciertos casos un giro de cortesía en la expresión "*WILL you please...?*", la cual podría equivaler en español a "*Tenga la bondad...*". "*Tendrá usted la bondad o amabilidad...?*", etc. Asimismo la expresión "*WILL you be so kind...?*" significa en castellano: *¿Será usted tan amable...?*

Veamos a continuación algunos ejemplos que ilustran dichas expresiones.

*WILL you please come here?* } *Tenga la bondad de venir acá*  
Please come here, *WILL you?* }

*WILL you please open the door?* } *Tenga la bondad*  
Please open the door, *WILL you?* } *de abrir la puerta*

*WILL you please be careful?* } *Tenga la bondad*  
Please be careful, *WILL you?* } *de tener cuidado*

*WILL you please wait for me?* } *¿Tendrá Ud. la bondad de esperarme?*  
Please wait for me, *WILL you?* }

*WILL you please give me the bill?* } *¿Tendrá la bondad de darme la cuenta?*  
Please give me the bill, *WILL you?* }

*WILL you please change this for me?* } *¿Tendrá usted la bondad de cambiarme esto?*  
Please change this for me, *WILL you?* }

*WILL you please show me another kind?* } *¿Tendrá Ud. la bondad de enseñarme otra clase?*  
Please show me another kind, *WILL you?* }

*WILL you please take a seat?* } *Tenga la bondad de tomar asiento*  
Please take a seat, *WILL you?* }

*WILL you please bring me the newspaper?* } *¿Tendrá Ud. la bondad de traerme el periódico?*  
Please bring me the newspaper, *WILL you?* }

*WILL you please get it for me?* } *¿Tendrá Ud. la bondad de conseguirlo?*  
Please get it for me, *WILL you?* }

*WILL you please be quiet?* } *¿Tendrá usted la amabilidad de guardar silencio?*  
Please be quiet, *WILL you?* }

*WILL* you be so kind to come here?  
*WILL* you be so kind to open the door?  
*WILL* you be so kind to be careful?  
*WILL* you be so kind to wait for me?  
*WILL* you be so kind to give me the bill?  
*WILL* you be so kind to change this for me?  
*WILL* you be so kind to show me another kind?  
*WILL* you be so kind to take a seat?  
*WILL* you be so kind to bring me the newspaper?  
*WILL* you be so kind to get it for me?  
*WILL* you be so kind to be quiet?

#### Traducción

¿Será usted tan amable de venir acá?  
 ¿Será usted tan amable de abrir la puerta?  
 ¿Será usted tan amable de tener cuidado?  
 ¿Será usted tan amable de esperarme?  
 ¿Será usted tan amable de darme la cuenta?  
 ¿Será usted tan amable de cambiarme esto?  
 ¿Será usted tan amable de enseñarme otra clase?  
 ¿Será usted tan amable de tomar asiento?  
 ¿Será usted tan amable de traerme el periódico?  
 ¿Será usted tan amable de conseguírmelo?  
 ¿Será usted tan amable de guardar silencio?

#### GRADOS DEL ADJETIVO

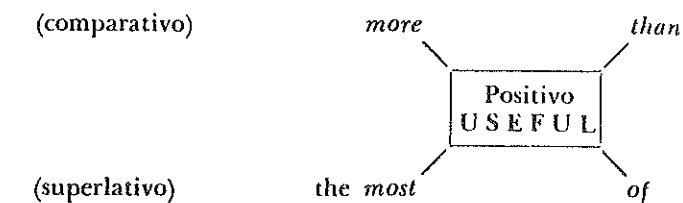
Abordemos primeramente los adjetivos largos, o sean, los que constan de dos o más sílabas como:

IMPORTANT (importante)  
 INTERESTING (interesante)  
 INTELLIGENT (inteligente)  
 USEFUL (útil)

Tomemos ahora uno de ellos para ilustrar sus tres grados, ya que los demás siguen el mismo patrón.

Grado Positivo: USEFUL (útil)  
 Grado Comparativo: *more* USEFUL *than* (más útil que)  
 Grado Superlativo: *the most* USEFUL *of* (el más útil de)

Veamos lo anterior expuesto esquemáticamente.



## EL GRADO COMPARATIVO Y SUS DISTINTAS FORMAS

El comparativo tiene tres variantes, a saber: *comparativo de igualdad*, *comparativo de superioridad* y *comparativo de inferioridad*.

### Comparativo de Igualdad

(af.)            *as* USEFUL        *as* (tan útil como)  
(Neg)        *not as* USEFUL        *as* (no tan útil como)

### Comparativo de Superioridad

*more*        USEFUL        *than*        (más útil que)

### Comparativo de Inferioridad

*less*        USEFUL        *than*        (menos útil que)

Observemos lo anterior expuesto en forma esquemáticamente digerida.

|     |               |                 |             |     |
|-----|---------------|-----------------|-------------|-----|
| (1) | <i>as</i>     | } U S E F U L { | <i>as</i>   | (1) |
| (2) | <i>not as</i> |                 | <i>as</i>   | (2) |
| (3) | <i>more</i>   |                 | <i>than</i> | (3) |
| (4) | <i>less</i>   |                 | <i>than</i> | (4) |

## REGLA REFERENTE A LOS GRADOS DEL ADJETIVO APLICABLE A LOS ADJETIVOS CORTOS

Denominanse aquí adjetivos cortos los que constan de una sola sílaba, como *tall*, *short*, *quick*, etc.; o bien aquellos de dos sílabas terminados en *y*, *w* y *de*, como *easy*, *narrow* y *wide*, etc.

Fórmase el Comparativo de esta clasificación añadiendo *ER* al Positivo, por ejemplo:

*tallER* (más alto)  
*shortER* (más corto)  
*quickER* (más rápido)  
*easiER* (más fácil)  
*narrowER* (más angosto)  
*widER* (más ancho) etc.

Para el Superlativo se añade al Positivo las letras *EST*, por ejemplo:

The *tallestEST* (el más alto)  
The *shortEST* (el más corto)  
The *quickEST* (el más rápido)  
The *easiEST* (el más fácil)  
The *narrowEST* (el más angosto)  
The *widEST* (el más ancho)

Tomemos ahora uno de los adjetivos arriba expuesto, a fin de suministrar ejemplos ilustrativos de cada uno de sus grados.

Positivo: The horse is *quick*  
(El caballo es rápido)

Comparativo: The train is *quickER than* the horse  
(El tren es más rápido que el caballo)

Superlativo: But the airplane is *the quickEST of the three*  
(Pero el avión es el más rápido de los tres)

Observemos en el siguiente esquema la explicación gráfica y condensada de lo anterior.

|     |                 |                        |
|-----|-----------------|------------------------|
|     | <i>Positivo</i> |                        |
| 1)  | <i>old</i>      |                        |
| 2)  | <i>young</i>    |                        |
| 3)  | <i>new</i>      |                        |
| 4)  | <i>fast</i>     |                        |
| 5)  | <i>strong</i>   |                        |
| 6)  | <i>weak</i>     | Comparativo<br>ER than |
| 7)  | <i>long</i>     |                        |
| 8)  | <i>small</i>    | Superlativo<br>EST of  |
| 9)  | <i>rich</i>     |                        |
| 10) | <i>poor</i>     |                        |
| 11) | <i>clean</i>    |                        |
| 12) | <i>hard</i>     |                        |
| 13) | <i>soft</i>     |                        |
| 14) | <i>cold</i>     |                        |

|            |             |     |                |    |
|------------|-------------|-----|----------------|----|
| 1) viejo   | más viejo   | que | el más viejo   | de |
| 2) joven   | más joven   | que | el más joven   | de |
| 3) nuevo   | más nuevo   | que | el más nuevo   | de |
| 4) rápido  | más rápido  | que | el más rápido  | de |
| 5) fuerte  | más fuerte  | que | el más fuerte  | de |
| 6) débil   | más débil   | que | el más débil   | de |
| 7) largo   | más largo   | que | el más largo   | de |
| 8) pequeño | más pequeño | que | el más pequeño | de |
| 9) rico    | más rico    | que | el más rico    | de |
| 10) pobre  | más pobre   | que | el más pobre   | de |
| 11) limpio | más limpio  | que | el más limpio  | de |
| 12) duro   | más duro    | que | el más duro    | de |
| 13) suave  | más suave   | que | el más suave   | de |
| 14) frío   | más frío    | que | el más frío    | de |

Tanto en el Comparativo como en el Superlativo los adjetivos terminados en *y*, como *easy*, (fácil), *pretty* (bonito), *dirty* (sucio), etc. cambian dicha consonante por la vocal *i*:

|                 |                   |                      |
|-----------------|-------------------|----------------------|
| <i>easy</i> —   | <i>easier</i> —   | <i>the easiest</i>   |
| <i>pretty</i> — | <i>prettier</i> — | <i>the prettiest</i> |
| <i>dirty</i> —  | <i>dirtier</i> —  | <i>the dirtiest</i>  |

También otros adjetivos como *big* (grande), *fat* (gordo), *thin* (delgado), *hot* (caliente) duplican la consonante final en el Comparativo y Superlativo:

|               |                  |                     |
|---------------|------------------|---------------------|
| <i>big</i> —  | <i>bigger</i> —  | <i>the biggest</i>  |
| <i>fat</i> —  | <i>fatter</i> —  | <i>the fattest</i>  |
| <i>thin</i> — | <i>thinner</i> — | <i>the thinnest</i> |
| <i>hot</i> —  | <i>hotter</i> —  | <i>the hottest</i>  |

## EL GRADO COMPARATIVO DE LOS ADJETIVOS CORTOS Y SUS DISTINTAS FORMAS

Veamos las tres formas del grado Comparativo en este tipo de adjetivos.

### Comparativo de Igualdad

|      |               |             |           |                    |
|------|---------------|-------------|-----------|--------------------|
| Af.) | <i>AS</i>     | <i>tall</i> | <i>AS</i> | (tan alto como)    |
| Neg) | <i>not AS</i> | <i>tall</i> | <i>AS</i> | (no tan alto como) |

### Comparativo de Superioridad

|               |             |                |
|---------------|-------------|----------------|
| <i>taller</i> | <i>than</i> | (más alto que) |
|---------------|-------------|----------------|

### Comparativo de Inferioridad

|             |             |             |                  |
|-------------|-------------|-------------|------------------|
| <i>LESS</i> | <i>tall</i> | <i>than</i> | (menos alto que) |
|-------------|-------------|-------------|------------------|

## SUPERLATIVO DE SUPERIORIDAD E INFERIORIDAD

La palabra **LEAST** colocada delante de un adjetivo en grado Positivo origina el Superlativo de Inferioridad, tanto en los adjetivos cortos como largos:

*the LEAST comfortable of all houses* (La menos cómoda de todas las casas)

*the LEAST old of all churches* (La menos vieja de todas las iglesias)

Advierta que el artículo *the* siempre se antepone a la palabra *least*.

Sinteticemos en este cuadro sinóptico el Comparativo y Superlativo de Superioridad y de Inferioridad.

|                    |                  |             |             |     |
|--------------------|------------------|-------------|-------------|-----|
| <i>Comparativo</i> |                  | COMFORTABLE |             |     |
| 1 (superioridad)   | <i>more</i>      |             | <i>than</i> | (1) |
| 2 (inferioridad)   | <i>less</i>      |             | <i>than</i> | (2) |
| <i>Superlativo</i> |                  |             |             |     |
| 3 (superioridad)   | <i>the most</i>  |             | <i>of</i>   | (3) |
| 4 (inferioridad)   | <i>the least</i> |             | <i>of</i>   | (4) |

- 1 Más cómodo que
- 2 Menos cómodo que
- 3 El más cómodo de
- 4 El menos cómodo de

## ADJETIVOS IRREGULARES EN CUANTO A LA FORMACIÓN DE SU COMPARATIVO Y SUPERLATIVO

Los adjetivos *good* (bueno), *bad* (malo), *much* (mucho), *many* (muchos), *little* (poco) y *few* (pocos) se apartan totalmente del patrón que siguen los demás para formar su Comparativo y Superlativo, toda vez que poseen una forma especial e independiente en cada uno de sus grados.

### CUADRO COMPARATIVO DE LAS TRES CLASES DE ADJETIVOS

Compárase a continuación los adjetivos que presentan dicha irregularidad con los adjetivos largos y cortos.

| Positivo           | Comparativo             |                 | Superlativo             |               |
|--------------------|-------------------------|-----------------|-------------------------|---------------|
| <b>GOOD</b>        | <b>BETTER</b>           | <i>than the</i> | <b>BEST</b>             | (of)          |
| <b>BAD</b>         | <b>WORSE</b>            | <i>than the</i> | <b>WORST</b>            | (of)          |
| <b>MUCH</b>        | <b>MORE</b>             | <i>than the</i> | <b>MOST</b>             | (of)          |
| <b>MANY</b>        | <b>MORE</b>             | <i>than the</i> | <b>MOST</b>             | (of)          |
| <b>LITTLE</b>      | <b>LESS</b>             | <i>than the</i> | <b>LEAST</b>            | (of)          |
| <b>FEW</b>         | <b>FEWER</b>            | <i>than the</i> | <b>FEWEST</b>           | (of)          |
| <hr/>              |                         |                 |                         |               |
| <i>important</i>   | <i>more important</i>   | <i>than the</i> | <i>most important</i>   | (of)          |
| <i>difficult</i>   | <i>more difficult</i>   | <i>than the</i> | <i>most difficult</i>   | (of)          |
| <i>complicated</i> | <i>more complicated</i> | <i>than the</i> | <i>most complicated</i> | (of)          |
| <hr/>              |                         |                 |                         |               |
| New                | newER                   | <i>than</i>     | the                     | newEST (of)   |
| old                | oldER                   | <i>than</i>     | the                     | oldEST (of)   |
| young              | youngER                 | <i>than</i>     | the                     | youngEST (of) |
| late               | latER                   | <i>than</i>     | the                     | latEST (of)   |

Observe la formación de los distintos grados del adjetivo, tanto los largos como los cortos. Lea en voz alta las oraciones de ambas gráficas y después construya otras nuevas oraciones, sustituyendo *comfortable* por *modern* en la primera ilustración. En la segunda gráfica reemplace *young* por *short* y *old* por *tall*.

|                                 |                                 |
|---------------------------------|---------------------------------|
| My house is                     | COMFORTABLE                     |
| Your house is <i>more</i>       | COMFORTABLE <i>than</i> mine    |
| His house is <i>the most</i>    | COMFORTABLE <i>of</i> the three |
| Her house is <i>less</i>        | COMFORTABLE <i>than</i> ours    |
| Their house is <i>the least</i> | COMFORTABLE <i>of</i> all       |

#### Traducción

Mi casa es cómoda  
 Tu casa es más cómoda que la mía  
 La casa de él es la más cómoda de las tres  
  
 La casa de ella es menos cómoda que la nuestra  
 La casa de ellos es la menos cómoda de todas

|                               |                                |
|-------------------------------|--------------------------------|
| I am                          | YOUNG                          |
| My brother is                 | YOUNGER <i>than</i> I          |
| My sister is <i>the</i>       | YOUNGEST <i>of</i> the family  |
| I am <i>less</i>              | YOUNG <i>than</i> my brother   |
| My father is <i>the least</i> | YOUNG <i>of</i> all the family |
| I am                          | OLDER <i>than</i> my brother   |
| My father is <i>the</i>       | OLDEST <i>of</i> the three     |

#### Traducción

Yo soy joven  
 Mi hermano es menor que yo  
 Mi hermana es la menor de mi familia  
 Yo soy menos joven que mi hermano  
 Mi padre es el menos joven de toda la familia  
 Yo soy mayor que mi hermano  
 Mi padre es el mayor de los tres

Observe gráficamente la formación del comparativo de igualdad, así como su forma negativa. Lea los siguientes ejemplos ilustrativos en voz alta.

|                |        |             |    |         |
|----------------|--------|-------------|----|---------|
| Our house is   | AS     | comfortable | AS | yours   |
| Their house is | not AS | comfortable | AS | hers    |
| Frank is       | AS     | old         | AS | I am    |
| She is not     | AS     | old         | AS | you are |

#### Traducción

Mi casa es tan cómoda como la tuya  
 La casa de ellos no es tan cómoda como la de ella  
 Francisco tiene la misma edad que yo  
 Ella tiene menos edad que tú.

### EJERCICIOS

- I Sustituya de la gráfica el adjetivo *comfortable* por *expensive* (caro) y *old* por *strong*.
- II Haga que alguien le dicte en español las oraciones de estas tres últimas gráficas para que usted las traduzca por escrito al inglés. Después rectifíquelas guiándose por su libro.

Observe gráficamente la formación de los grados Positivo, Comparativo y Superlativo en los adjetivos irregulares como *good* y *bad*.

Lea en voz alta cada una de las oraciones que ilustran las tres gráficas siguientes:

My pronunciation is **GOOD**  
 Your pronunciation is **BETTER** than mine  
 The teacher's pronunciation is **the BEST** of the three

Mi pronunciación es buena  
 La pronunciación de usted es mejor que la mía  
 La pronunciación del maestro es la mejor de las tres

John is a **BAD** student  
 Henry is **WORSE** than John  
 Paul is **the WORST** of all students

Juan es un mal estudiante  
 Enrique es peor que Juan  
 Pablo es el peor de todos los estudiantes

His pronunciation is **AS** good **AS** hers  
 Frank's pronunciation is **not AS** good **AS** Helen's  
 Your brother is **AS** bad student **AS** you **ARE**  
 Your sister is **not AS** bad student **AS** your **ARE**

La pronunciación de él es tan buena como la de ella  
 La pronunciación de Francisco no es tan buena como la de Elena  
 Tu hermano es tan mal estudiante como tú  
 Tu hermana no es tan mal estudiante como tu hermano

## EJERCICIOS

Haga que alguien le dicte en español las oraciones de estas tres gráficas para que usted las traduzca por escrito al inglés. Después rectifíquelas guiándose por su libro.

## EJERCICIOS

Dé el comparativo y superlativo de los siguientes adjetivos.  
 Ejemplos:

IMPORTANT:

*more important than* (comparativo)

*the most important of* (superlativo)

EASY:

*easier than* (comparativo)

*the easiest of* (superlativo)

- |               |              |
|---------------|--------------|
| 1 important   | 11 long      |
| 2 easy        | 12 cold      |
| 3 big         | 13 difficult |
| 4 pretty      | 14 modern    |
| 5 elegant     | 15 old       |
| 6 intelligent | 16 new       |
| 7 strong      | 17 large     |
| 8 quick       | 18 beautiful |
| 9 interesting | 19 good      |
| 10 small      | 20 bad       |

# EMPLEO DEL AUXILIAR *COULD* (cud)

La forma en pasado de *CAN* (poder) es *COULD* (pudo o podía). Al igual que *CAN* los infinitivos que le siguen pierden la partícula *to*.

*COULDN'T* es la contracción de *COULD NOT* (no pudo o podía). Ejemplo:

He *couldn't come* yesterday, because he was busy.

Repasando el presente y pasado afirmativo, negativo e interrogativo del verbo *CAN* (poder) con el infinitivo *TO WORK* (trabajar).

## PRESENT

Affirmative: I *CAN* work (yo puedo trabajar)  
He *CAN* work (él puede trabajar)

Negative: I *CAN* not work  
He *CAN* not work

Interrogative: When *CAN* I work?  
When *CAN* he work?

## PAST

Affirmative: I *COULD* work (él pudo o podía trabajar)  
He *COULD* work (yo pude o podía trabajar)

Negative: I *COULD* not work  
He *COULD* not work

Interrogative: *COULD* I work?  
*COULD* he work?

Todos los verbos en inglés emplean los auxiliares *don't* y *doesn't* para el presente negativo y *do* y *does* para formar el presente interrogativo, exceptuando los verbos auxiliares *to be*, *can*, *must*, *may* y *might*.

Observe la posición de las contracciones *CAN'T* (*can not*) y *COULDN'T* (*could not*). Nótese también los infinitivos sin *to* (*speak*, *swim*, *write*, *understand*, *cook* y *play*).

|    |                 |       |           |           |
|----|-----------------|-------|-----------|-----------|
| I  | <i>CAN</i>      | speak | English   | now       |
| I  | <i>COULDN'T</i> | speak | English   | before    |
| He | <i>COULD</i>    | swim  | a little  | last year |
| He | <i>CAN'T</i>    | swim  | very well | now       |
| We | <i>CAN</i>      | write | letters   | now       |
| We | <i>COULDN'T</i> | write | letters   | before    |

## Traducción

Yo puedo hablar inglés ahora  
Yo no podía hablar inglés anteriormente  
Él podía nadar un poco el año pasado  
Él no puede nadar muy bien ahora  
Nosotros podemos escribir cartas ahora  
Nosotros no podíamos escribir cartas antes

|              |      |            |           |            |
|--------------|------|------------|-----------|------------|
| <i>CAN</i>   | you  | understand | English   | now?       |
| <i>COULD</i> | you  | understand | English   | last year? |
| <i>CAN</i>   | she  | cook       | dinner    | now?       |
| <i>COULD</i> | she  | cook       | dinner    | before?    |
| <i>CAN</i>   | they | play       | base-ball | today?     |
| <i>COULD</i> | they | play       | base-ball | yesterday? |

## Traducción

¿Puede usted entender inglés ahora?  
¿Podía usted entender inglés el año pasado?  
¿Puede ella cocinar la comida ahora?  
¿Podía ella cocinar la comida antes?  
¿Pueden ellos jugar pelota hoy?  
¿Pudieron ellos jugar pelota ayer?

Observe cómo *COULD* siempre se antepone al sujeto en la forma interrogativa y recuérdese la posición de los tres elementos básicos que integran dicha forma:

*AUXILIAR + SUJETO + VERBO*

|              |              |       |              |             |
|--------------|--------------|-------|--------------|-------------|
| What         | <i>COULD</i> | you   | <i>do</i>    | before?     |
| What         | <i>COULD</i> | Mary  | <i>do</i>    | before?     |
| How          | <i>COULD</i> | they  | <i>come</i>  | yesterday?  |
| How          | <i>COULD</i> | Frank | <i>come</i>  | yesterday?  |
| How much     | <i>COULD</i> | she   | <i>buy</i>   | last week?  |
| How much     | <i>COULD</i> | I     | <i>buy</i>   | last week?  |
| How long     | <i>COULD</i> | they  | <i>dance</i> | last night? |
| How long     | <i>COULD</i> | he    | <i>dance</i> | last night? |
| At what time | <i>COULD</i> | he    | <i>leave</i> | yesterday?  |
| At what time | <i>COULD</i> | we    | <i>leave</i> | yesterday?  |

#### Traducción

¿Qué podía usted hacer antes?

¿Qué podía hacer María antes?

¿Cómo pudieron ellos venir ayer?

¿Cómo pudo Francisco venir ayer?

¿Cuánto pudo ella comprar la semana pasada?

¿Cuánto pude comprar la semana pasada?

¿Cuánto tiempo pudieron ellos bailar anoche?

¿Cuánto tiempo pudo él bailar anoche?

¿A qué hora pudo él salir ayer?

¿A qué hora pudimos salir ayer?

#### EJERCICIOS

Para practicar estas formas, sustitúyase *do* por *see*, *come* por *walk*, *buy* por *sell* (vender), *dance* por *swim*, *leave* por *go*.

#### FORMAS SINÓNIMAS DE CAN Y COULD

Como *CAN* expresa *habilidad* o *potencia*, este auxiliar equivale, por lo tanto, a la forma *TO BE ABLE*<sup>1</sup> (ser capaz).

De ahí que:

*CAN = TO BE ABLE*

Veamos a continuación tanto la forma en presente como en pasado de *CAN* y sus correspondientes sinónimos.

#### PRESENTE

|      |            |            |          |   |            |                |                      |
|------|------------|------------|----------|---|------------|----------------|----------------------|
| Af.) | I          | <i>CAN</i> | swim     | = | I          | <i>am</i>      | <i>ABLE</i> to swim  |
| Neg) | I          | <i>CAN</i> | not swim | = | I          | <i>am not</i>  | <i>ABLE</i> to swim  |
| Int) | <i>CAN</i> | I          | swim?    | = | <i>Am</i>  | I              | <i>ABLE</i> to swim? |
| Af.) | You        | <i>CAN</i> | swim     | = | You        | <i>are</i>     | <i>ABLE</i> to swim  |
| Neg) | You        | <i>CAN</i> | not swim | = | You        | <i>are not</i> | <i>ABLE</i> to swim  |
| Int) | <i>CAN</i> | you        | swim?    | = | <i>Are</i> | you            | <i>ABLE</i> to swim? |
| Af.) | He         | <i>CAN</i> | swim     | = | He         | <i>is</i>      | <i>ABLE</i> to swim  |
| Neg) | He         | <i>CAN</i> | not swim | = | He         | <i>is not</i>  | <i>ABLE</i> to swim  |
| Int) | <i>CAN</i> | he         | swim?    | = | <i>Is</i>  | he             | <i>ABLE</i> to swim? |

#### PASADO

|      |              |              |          |   |             |                 |                      |
|------|--------------|--------------|----------|---|-------------|-----------------|----------------------|
| Af.) | I            | <i>COULD</i> | swim     | = | I           | <i>was</i>      | <i>ABLE</i> to swim  |
| Neg) | I            | <i>COULD</i> | not swim | = | I           | <i>was not</i>  | <i>ABLE</i> to swim  |
| Int) | <i>COULD</i> | I            | swim?    | = | <i>Was</i>  | I               | <i>ABLE</i> to swim? |
| Af.) | He           | <i>COULD</i> | swim     | = | He          | <i>was</i>      | <i>ABLE</i> to swim  |
| Neg) | He           | <i>COULD</i> | not swim | = | He          | <i>was not</i>  | <i>ABLE</i> to swim  |
| Int) | <i>COULD</i> | he           | swim?    | = | <i>Was</i>  | he              | <i>ABLE</i> to swim? |
| Af.) | They         | <i>COULD</i> | swim     | = | They        | <i>were</i>     | <i>ABLE</i> to swim  |
| Neg) | They         | <i>COULD</i> | not swim | = | They        | <i>were not</i> | <i>ABLE</i> to swim  |
| Int) | <i>COULD</i> | they         | swim?    | = | <i>Were</i> | they            | <i>ABLE</i> to swim? |

#### EJERCICIOS

Practique las formas de *TO BE ABLE* (afirmativa, negativa e interrogativa) sustituyendo el infinitivo *to swim* por: *to walk*, *to run*, *to jump* y *to dance*.

<sup>1</sup> *Able* (éibol) = capaz.

## CONJUGACIÓN DEL VERBO TO HAVE (tener)

TO HAVE, al igual que *to do*, es también verbo principal aunque además funge como auxiliar de los tiempos perfectos, equivaliendo en castellano al verbo *haber*, ejemplos:

I *have* spoken (he hablado)  
He *has* not eaten (él no ha comido)  
*Have* you seen? (¿ha visto usted?)

Veámoslo ahora solamente en su acepción de *tener*, *poseer*.

| Afirmativo       | Interrogativo          | Negativo                 |
|------------------|------------------------|--------------------------|
| I } <b>HAVE</b>  | DO { I <i>have?</i>    | I } <b>DON'T HAVE</b>    |
| You }            | you <i>have?</i>       | You }                    |
| He } <b>HAS</b>  | DOES { he <i>have?</i> | He } <b>DOESN'T HAVE</b> |
| She }            | she <i>have?</i>       | She }                    |
| It }             | it <i>have?</i>        | It }                     |
| We } <b>HAVE</b> | DO { we <i>have?</i>   | We } <b>DON'T HAVE</b>   |
| You }            | you <i>have?</i>       | You }                    |
| They }           | they <i>have?</i>      | They }                   |

Observe el uso de *HAS* en he, she, it, en el afirmativo.

Por otro lado la forma *HAVE TO* implica *necesidad* siendo, asimismo, sinónimo del auxiliar *MUST* (deber), ejemplos:

I *have to* go now (tengo que irme ahora)

You don't *have to* come tomorrow (Ud. no tiene que venir mañana)

Does he *have to* leave? (¿Tiene él que marcharse?)

## USO IDIOMÁTICO DEL VERBO TO HAVE

TO HAVE significa *haber* o *tener*, pero también equivale a *ingerir* tanto alimentos sólidos como líquidos. Por lo cual TO HAVE puede reemplazar a los verbos *to eat* (comer) y *to drink* (beber).

Asimismo la expresión LET ME HAVE equivale a GIVE ME (deme) y MAY I HAVE significa "sírvese darme..."

Veamos a continuación los siguientes ejemplos ilustrativos:

HAVE a coke = Drink a coke (tome una coca-cola)  
HAVE a sandwich = Eat a sandwich (coma un emparedado)

HAVE a cigarette = Smoke a cigarette (fume un cigarrillo)

I want TO HAVE a glass of milk } Quiero tomar un vaso de leche  
I want to drink a glass of milk }

I want TO HAVE some chicken } Quiero comer algo de pollo  
I want to eat some chicken }

I'm going TO HAVE some coffee } Voy a tomar algo de café  
I'm going to drink some coffee }

I'm going TO HAVE a steak } Voy a comer un bistec  
I'm going to eat a steak }

I always HAVE coffee for breakfast } Yo siempre tomo café en  
I always drink coffee for breakfast } el desayuno

I always HAVE meat for dinner } Yo siempre como carne en  
I always eat meat for dinner } la comida

Let me HAVE another cup of coffee } Déme otra taza de café  
Give me another cup of coffee }

Let me HAVE your name and address } Déme su nombre y  
Give me your name and address } dirección

Let me HAVE your car } Déjeme disponer de su auto por un día o  
for a day } Proporcióneme su auto por un día

May I HAVE some more coffee? = Sírvase darme más café

May I *HAVE* a cigarette? {Sirvase darme un cigarrillo o  
¿Puedo tomar un cigarrillo?

May I *HAVE* your {Sirvase darme su nombre o dirección o  
name and address } ¿Puedo tomar su nombre y dirección?

May I *HAVE* a job application? = Sirvase darme una solicitud de  
[empleo]

May I *HAVE* one? = ¿Puedo tomar uno?

Veamos ahora la expresión *YOU CAN HAVE* en algunos ejemplos:

You can *HAVE* {Usted puede disponer de,  
Usted puede quedarse con, o  
Usted puede tomar

|           |             |                       |
|-----------|-------------|-----------------------|
| You can   | <i>HAVE</i> | it                    |
| You can   | <i>HAVE</i> | more milk if you wish |
| You can   | <i>HAVE</i> | my room for a month   |
| You can   | <i>HAVE</i> | another cup of coffee |
| You can   | <i>HAVE</i> | more time             |
| You can   | <i>HAVE</i> | five more minutes     |
| You can   | <i>HAVE</i> | a booklet             |
| You can   | <i>HAVE</i> | those books           |
|           |             |                       |
| You can't | <i>HAVE</i> | more money            |
| You can't | <i>HAVE</i> | more coffee           |

#### Traducción

Usted puede quedarse con ello  
Usted puede tomar más leche si desea  
Usted puede disponer de mi cuarto por un mes  
Usted puede tomar otra taza de café  
Usted puede disponer de más tiempo  
Usted puede disponer de cinco minutos más  
Usted puede tomar un folleto  
Usted puede quedarse con esos libros

Usted no puede disponer de más dinero  
Usted no puede tomar más café.

#### EMPLEO DE *DID* Y *DIDN'T*

Los auxiliares *DID* y *DIDN'T* forman el Pasado Interrogativo y Negativo de todos los verbos en inglés, excluyendo, por supuesto a *to be*, *can* y *must*. Dichos auxiliares constituyen el pasado de *do*, *does*, *don't* y *doesn't* y al igual que éstos, van acompañados de un verbo en su forma original (*speak*, *walk*, *write*, etc.), pero nunca de un verbo principal en pasado (*spoke*, *walked*, *wrote*, etc.) ya que esta forma únicamente se emplea en el Pasado Afirmativo (*I spoke*, *he walked*, *they wrote*, etc.).

En contraste con los auxiliares del presente, *DID* y *DIDN'T* se emplean con todas las personas (*I*, *you*, *he*, *she*, *it*, *we*, *you*, *they*). *Didn't* es la contracción de *did not*.

Veamos seguidamente la explicación gráfica de lo anterior en forma esquemáticamente digerida.

#### Forma Interrogativa

|             |          |            |
|-------------|----------|------------|
| Presente    |          | Pasado     |
| <i>DO</i>   | } —————→ | <i>DID</i> |
| <i>DOES</i> |          |            |

#### Forma Negativa

|                |          |               |
|----------------|----------|---------------|
| Presente       |          | Pasado        |
| <i>DON'T</i>   | } —————→ | <i>DIDN'T</i> |
| <i>DOESN'T</i> |          |               |

## VERBOS REGULARES

Denominanse "VERBOS REGULARES" aquellos cuyo Pasado y Participio se construye añadiendo "ED" al infinitivo exento de la partícula *to*, o sea, el verbo en su forma original, ejemplo:

INFINITIVO sin *to* + *ED* = Pasado y Participio de los Verbos Regulares

Tomemos un típico verbo regular y observemos gráficamente cómo se forma dicho Pasado y Participio.

WORK + *ED* = WORKED (trabajó), WORKED (trabajado)

I work (Yo trabajo)  
I worked (Yo trabajé)  
I have worked (Yo he trabajado)

NOTA: *To have* = haber o tener: *I have* = yo he o tengo.

La terminación *ED* que es característica especial de todos estos verbos, no sufre variación en ninguna de las personas:

|      |          |
|------|----------|
| I    | } WORKED |
| You  |          |
| He   |          |
| She  |          |
| It   |          |
| We   |          |
| You  |          |
| They |          |

Téngase en cuenta que al pronunciar la palabra WORKED la *e* es muda (como en la mayoría de los verbos regulares) y la *d* adquiere el sonido de *t*. El cambio de sonido en esta consonante es con el fin de dar a la palabra más eufonía y al mismo tiempo facilitar su pronunciación. Repita varias veces la palabra WORK-ED pronunciándola *uérct*.

Practiquemos pronunciando algunos verbos regulares en los cuales también en el Pasado y Participio la *e* de *ED* carece de sonido.

| Infinitivo | Pasado         | Participio |
|------------|----------------|------------|
| To talk    | talkED (tóct)  | talkED     |
| to walk    | walkED (uóct)  | walkED     |
| to look    | lookED (lúct)  | lookED     |
| to call    | callED (cold)  | callED     |
| to stay    | stayED (stéid) | stayED     |
| to like    | likeD (láict)  | likeD      |
| to love    | loveD (lóvt)   | loveD      |
| to live    | liveD (lívt)   | liveD      |

Advierta cómo los verbos regulares cuyo infinitivo termina en "e" como *like*, *love*, *live*, etc. sólo basta añadirles "D" para formar su Pasado y Participio: *liked*, *loved*, *lived*, etc.

## CASOS EN QUE LA "E" DE LA TERMINACIÓN *ED* TIENE SONIDO

Generalmente dicha vocal es muda en el Pasado y Participio aunque existen, sin embargo, casos excepcionales donde la *e* tiene sonido y éstos corresponden a los infinitivos que terminan en: *t*, *te*, *d*, *de*, y *the*.

| Infinitivos terminados en: | Traducción infinitivo |             |           |
|----------------------------|-----------------------|-------------|-----------|
| <i>T</i> como TO WANT      | WANTED                | (uánted)    | querer    |
| <i>TE</i> como TO COMPLETE | COMPLETED             | (complíted) | completar |
| <i>D</i> como TO NEED      | NEEDED                | (níded)     | necesitar |
| <i>DE</i> como TO DECIDE   | DECIDED               | (disáided)  | decidir   |
| <i>THE</i> como TO BATHE   | BATHED                | (béided)    | bañar     |

## CASOS EN QUE LA D DE LA TERMINACIÓN ED SE PRONUNCIA COMO T

El sonido de la "d" en la terminación *ed* se cambia en *t* en aquellos verbos cuyo infinitivo termina en *k, sh, x, p, ss* y *ch*.

A continuación se ilustra dichos casos con algunos ejemplos, utilizando para ello distintas personas. Repítalos en voz alta, teniendo además en mente que aquí la "e" de *ed* es muda.

| Presente |          |            | Pasado |            | Traducción para ambas formas |
|----------|----------|------------|--------|------------|------------------------------|
| I        | ASK      | (asc)      | I      | ASKED      | Yo pregunto-pregunté         |
| I        | ASK for  |            | I      | ASKED for  | Yo pido-pedí                 |
| They     | LOOK     | (luc)      | They   | LOOKED     | Ellos miran-miraron          |
| They     | LOOK for |            | They   | LOOKED for | Ellos buscan-buscaron        |
| You      | WALK     | (uóc)      | You    | WALKED     | Tú caminas-caminaste         |
| We       | WALK     |            | We     | WALKED     | Nos. caminamos-caminamos     |
| She      | COOKS    | (cucs)     | She    | COOKED     | Ella cocina-cocinó           |
| They     | COOK     | (cuc)      | They   | COOKED     | Ellos cocinan-cocinaron      |
| I        | FINISH   | (finish)   | I      | FINISHED   | Yo termino-terminé           |
| He       | FINISHES | (finishes) | He     | FINISHED   | Él termina-terminó           |
| They     | WASH     | (uásh)     | They   | WASHED     | Ellos lavan-lavaron          |
| She      | WASHES   | (uáshes)   | She    | WASHED     | Ella lava-lavó               |
| You      | PUSH     | (push)     | You    | PUSHED     | Ud. empuja-empujó            |
| He       | PUSHES   | (púshes)   | He     | PUSHED     | Él empuja-empujó             |
| They     | FIX      | (fix)      | They   | FIXED      | Ellos arreglan-arreglaron    |
| He       | FIXES    | (fixes)    | He     | FIXED      | Él arregla-arregló           |
| I        | MIX      | (mix)      | I      | MIXED      | Yo mezclo-mezclé             |
| She      | MIXES    | (míxes)    | She    | MIXED      | Ella mezcla-mezcló           |
| They     | JUMP     | (yomp)     | They   | JUMPED     | Ellos brincan-brincaron      |
| He       | JUMPS    | (yomps)    | He     | JUMPED     | Él brinca-brincó             |
| They     | STOP     | (stop)     | They   | STOPPED    | Ellos se paran-pararon       |
| He       | STOPS    | (stops)    | He     | STOPPED    | Él se para-paró              |
| I        | DRESS    | (dres)     | I      | DRESSED    | Me visto-me vestí            |
| She      | DRESSES  | (dréses)   | She    | DRESSED    | Ella se viste-se vistió      |

| Presente |         |           | Pasado |         | Traducción para ambas formas |
|----------|---------|-----------|--------|---------|------------------------------|
| I        | WATCH   | (uatch)   | I      | WATCHED | Yo observo-observé           |
| He       | WATCHES | (uátches) | He     | WATCHED | Él observa-observó           |

NOTA: Es digno de hacer notar además, que aunque en la forma presente varían las terceras personas del singular (he, she, it) con respecto a los demás sujetos; en el Pasado no existe variación alguna en ninguno de los pronombres personales.

## CASOS EN QUE LA "D" DEL PASADO Y PARTICIPIO CONSERVA SU MISMO SONIDO

| Presente |          |            | Pasado |            | Traducción para ambas formas  |
|----------|----------|------------|--------|------------|-------------------------------|
| I        | CALL     | (col)      | I      | CALLED     | Yo llamo-llamé                |
| I        | ANSWER   | (ánser)    | I      | ANSWERED   | Yo contesto-contesté          |
| They     | STAY     | (stéi)     | They   | STAYED     | Ellos se quedan-se quedaron   |
| You      | PLAY     | (pléi)     | You    | PLAYED     | Ud. juega-jugó                |
| I        | REMEMBER | (rimémber) | I      | REMEMBERED | Yo recuerdo-recordé           |
| You      | PULL     | (pul)      | You    | PULLED     | Ud. tira-de-tiró (de)         |
| They     | PLAN     | (plan)     | They   | PLANNED    | Ellos proyectan [proyectaron] |
| I        | LEARN    | (lern)     | I      | LEARNED    | Yo aprendo-aprendí            |
| It       | RAINS    | (reins)    | It     | RAINED     | Llueve-llovió                 |
| I        | SHOW     | (shóu)     | I      | SHOWED     | Muestro-mostreé               |
| You      | DESERVE  | (disérv)   | You    | DESERVED   | Ud. merece-mereció            |
| I        | BELIEVE  | (bilíev)   | I      | BELIEVED   | Yo creo-creí                  |
| I        | LIE      | (lai)      | I      | LIED       | Yo miento-mentí               |
| They     | FILL     | (fil)      | They   | FILLED     | Ellos llenan-llenaron         |
| I        | DREAM    | (dríim)    | I      | DREAMED    | Yo sueño-soñé                 |
| They     | KILL     | (kil)      | They   | KILLED     | Ellos matan-mataron           |
| It       | HAPPENS  | (jápens)   | It     | HAPPENED   | Sucede-sucedió                |
| It       | CONTAINS | (contéina) | It     | CONTAINED  | Contiene-contentía            |
| You      | LISTEN   | (lísen)    | You    | LISTENED   | Ud. escucha-escuchó           |

## CASOS EN QUE LA "Y" SE CAMBIA EN "I" PARA EL PASADO Y PARTICIPIO

Veamos ahora los verbos regulares cuyos infinitivos terminan en "y", letra que a su vez es precedida por otra consonante. En estos casos la Y se cambia por i en el Pasado y Participio, siendo muda, asimismo, la e de la terminación ED. La d conserva su mismo sonido.

| Presente |             |          | Pasado |             | Traducción para ambas formas        |
|----------|-------------|----------|--------|-------------|-------------------------------------|
| I        | STUDY       | (stódi)  | I      | STUDIED     | Yo estudio-estudié                  |
| He       | STUDIES     | (stódis) | He     | STUDIED     | Él estudia-estudió                  |
| I        | HURRY       | (jórrí)  | I      | HURRIED     | Me apresuro-apresuré                |
| He       | HURRIES     | (jórris) | He     | HURRIED     | Él se apresura-se [apresuró]        |
| They     | WORRY       | (uórri)  | They   | WORRIED     | Ellos se preocupan-se [preocuparon] |
| She      | WORRIES     | (uórris) | She    | WORRIED     | Ella se preocupa-se [preocupó]      |
| You      | TRY         | (trái)   | You    | TRIED       | Ud. procura-procuró                 |
| He       | TRIES       | (tráis)  | He     | TRIED       | Él procura-procuró                  |
| They     | MARRY       | (márrí)  | They   | MARRIED     | Ellos se casan se casa-ron          |
| She      | MARRIES     | (márris) | She    | MARRIED     | Ella se casa-se casó                |
| You      | APPLY       | (aplái)  | You    | APPLIED     | Ud. aplica-aplicó                   |
| He       | APPLIES     | (apláis) | He     | APPLIED     | Él aplica-aplicó                    |
| I        | APPLY for   |          | I      | APPLIED for | Yo solicito-solicité                |
| She      | APPLIES for |          | She    | APPLIED for | Ella solicita-solicitó              |
| I        | DRY         | (drái)   | I      | DRIED       | Yo seco-sequé                       |
| He       | DRIES       | (dráis)  | He     | DRIED       | Él seca-secó                        |
| They     | DENY        | (dinái)  | They   | DENIED      | Ellos niegan-negaron                |
| She      | DENIES      | (dináis) | She    | DENIED      | Ella niega-negó                     |

## FORMA EN PASADO DE LOS VERBOS IRREGULARES

Observe que el verbo en su forma clásica de pasado (spoke, saw, ate), se utiliza únicamente en el Pasado Afirmativo.

Advierta asimismo que tanto en el Pasado Interrogativo como en el Negativo, el verbo está en presente (speak, see, eat), ya que los auxiliares *did* y *didn't* (*did not*) que se emplean en dichas formas están ya en pasado.

Recuérdese que *did* constituye el pasado de *do* y *does*, en tanto que *didn't* lo es de *don't* y *doesn't*.

| Infinitivo | Pasado         |  | Pasado Negativo       |
|------------|----------------|--|-----------------------|
|            | Afirmativo     | Pasado interrogativo                             |                       |
| To speak   | SPOKE (spóuc)  | Did (someone) <sup>1</sup> speak?                | Did not speak         |
| to see     | SAW (so)       | did (someone) see?                               | did not see           |
| to eat     | ATE (eit)      | did (someone) eat?                               | did not eat           |
| to drink   | DRANK (dranc)  | did (someone) drink                              | did not drink         |
| to go      | WENT (uént)    | did (someone) go?                                | did not go            |
| to come    | CAME (kéim)    | did (someone) come?                              | did not come          |
| to get     | GOT (got)      | did (someone) get?                               | did not get           |
| to buy     | BOUGHT (bot)   | did (someone) buy?                               | did not buy           |
| to tell    | TOLD (tóuld)   | did (someone) tell?                              | did not tell          |
| to leave   | LEFT (left)    | did (someone) leave?                             | did not leave         |
| to hear    | HEARD (jerd)   | did (someone) hear?                              | did not hear          |
| to know    | KNEW (niú)     | did (someone) know?                              | did not know          |
| to sleep   | SLEPT (slépt)  | did (someone) sleep?                             | did not sleep         |
| to have    | HAD (jad)      | did (someone) have?                              | did not have          |
| to do      | DID (did)      | did (someone) do?                                | did not do            |
| to read    | READ (red)     | did (someone) read?                              | did not read          |
| to write   | WROTE (róut)   | did (someone) write?                             | did not write         |
| to give    | GAVE (guéiv)   | did (someone) give?                              | did not give          |
| to bring   | BROUGHT (brot) | did (someone) bring?                             | did not bring         |
| to take    | TOOK (tuc)     | did (someone) take?                              | did not take          |
| to find    | FOUND (fáund)  | did (someone) find?                              | did not find          |
| to be      | { was<br>were  | { was (I, he, she, it)?<br>were (we, you, they)? | { was not<br>were not |
| can        | could          | could (someone)?                                 | could not             |

<sup>1</sup> Aquí *someone* (alguien) hace las veces de cualquier sujeto o persona (I, you, he, she, it, me, you, they), por lo tanto usted puede reemplazarlo por cualquiera de ellos.

He aquí los verbos irregulares más frecuentemente empleados en la conversación cotidiana. Obsérvelos agrupados mnemotécnicamente para facilitar una más rápida asimilación. Advierta también la identidad en letras, así como la "rima verbal" que impera en cada uno de los distintos grupos. Por ejemplo: *bought, brought, thought, sought y fought* donde predomina el sonido "ot".

| Infinitivos |             | Pasado  |         | Traducción de ambas formas       |
|-------------|-------------|---------|---------|----------------------------------|
| To buy      | (tu bai)    | BOUGHT  | (bot)   | comprar-compró                   |
| to bring    | (tu bring)  | BROUGHT | (brot)  | traer-trajo                      |
| to think    | (tu zinc)   | THOUGHT | (zot)   | pensar-pensó                     |
| to seek     | (tu siic)   | SOUGHT  | (sot)   | buscar-buscó                     |
| to fight    | (tu fait)   | FOUGHT  | (fot)   | pelear-peleó                     |
| to speak    | (tuspíc)    | SPOKE   | (spóuc) | hablar-habló                     |
| to break    | (tu bréic)  | BROKE   | (bróuc) | romper-rompió                    |
| to steal    | (tustil)    | STOLE   | (stóul) | robar-robó                       |
| to choose   | (tu chus)   | CHOSE   | (chóus) | escoger-escogió                  |
| to write    | (tu ráit)   | WROTE   | (róut)  | escribir-escribió                |
| to drive    | (tu dráiv)  | DROVE   | (dróuv) | manejar-manejó                   |
| to ride     | (tu raid)   | RODE    | (róud)  | montar-montó                     |
| to sleep    | (tu slíp)   | SLEPT   | (slépt) | dormir-durmió                    |
| to keep     | (tu klíp)   | KEPT    | (képt)  | guardar-guardó                   |
| to sweep    | (tu sulíp)  | SWEPT   | (suépt) | barrer-barrió                    |
| to feel     | (tu flil)   | FELT    | (felt)  | sentir-sintió                    |
| to leave    | (tu liiv)   | LEFT    | (left)  | salir-salió                      |
| to meet     | (tu mlit)   | MET     | (met)   | encontrarse-se encontró          |
| to drink    | (tu drinc)  | DRANK   | (dranc) | beber-bebió                      |
| to begin    | (tu biguín) | BEGAN   | (bigán) | empezar-empezó                   |
| to swim     | (tu suim)   | SWAM    | (suám)  | nadar-nadó                       |
| to sing     | (tu sing)   | SANG    | (sang)  | cantar-cantó                     |
| to ring     | (tu ring)   | RANG    | (rang)  | tocar-tocó (timbre o [campana])  |
| to run      | (tu ron)    | RAN     | (ran)   | correr-corrió                    |
| to sit      | (tu sit)    | SAT     | (sat)   | sentarse-se sentó                |
| to know     | (tu nóu)    | KNEW    | (niú)   | conocer, saber-conoció [o supo]  |
| to grow     | (tu gróu)   | GREW    | (grú)   | crecer-creció                    |
| to throw    | (tu zróu)   | THREW   | (zrú)   | arrojar-arrojó                   |
| to blow     | (tu blóu)   | BLEW    | (blú)   | soplar-sopló                     |
| to fly      | (tu flai)   | FLEW    | (flú)   | volar-voló                       |
| to send     | (tu send)   | SENT    | (sent)  | enviar-envió                     |
| to spend    | (tuspénd)   | SPENT   | (spent) | gastar-gastó (tiempo o [dinero]) |

| Infinitivos   |                 | Pasado     |             | Traducción de ambas formas |
|---------------|-----------------|------------|-------------|----------------------------|
| to give       | (tu guiv)       | CAVE       | (guéiv)     | dar-dió                    |
| to forgive    | (tu forguiv)    | FORGAVE    | (forguéiv)  | perdonar-perdonó           |
| to forbid     | (tu forbíd)     | FORBADE    | (forbéid)   | prohibir-prohibió          |
| to get        | (tu guet)       | GOT        | (got)       | conseguir-consiguió        |
| to forget     | (tu forguét)    | FORGOT     | (forgót)    | olvidar-olvidó             |
| to tell       | (tu tel)        | TOLD       | (tóuld)     | decir-dijo                 |
| to sell       | (tu sel)        | SOLD       | (sóuld)     | vender-vendió              |
| to wear       | (tu uear)       | WORE       | (uor)       | usar-usó (llevar puesto)   |
| to tear       | (tu téar)       | TORE       | (tor)       | (rasgar-rasgó)             |
| to stand      | (tustánd)       | STOOD      | (stúd)      | poner de pie-puso de [pie] |
| to understand | (tu onderstand) | UNDERSTOOD | (onderstúd) | entender-entendió          |
| to teach      | (tu tlich)      | TAUGHT     | (tot)       | enseñar-enseñó             |
| to catch      | (tu catch)      | CAUGHT     | (cot)       | atrapar-atrapó             |
| to take       | (tu téic)       | TOOK       | (tuc)       | tomar-tomó                 |
|               |                 |            |             | llevar-llevó               |
| to shake      | (tu shéic)      | SHOOK      | (shuc)      | agitar-agitó               |
| to wake       | (tu uéic)       | WOKE       | (uóc)       | despertar-despertó         |
| to say        | (tu sei)        | SAID       | (sed)       | decir-dijo                 |
| to pay        | (tu pei)        | PAID       | (péid)      | pagar-pagó                 |
| to hang       | (tu jang)       | HUNG       | (jong)      | colgar-colgó               |
| to swing      | (tu suíng)      | SWUNG      | (suóng)     | balancear-balanceó         |
| to hold       | (tu jóuld)      | HELD       | (jeld)      | sostener-sostuvo           |
| to fall       | (tu fol)        | FELL       | (fel)       | caer-cayó                  |
| to win        | (tu uín)        | WON        | (uón)       | ganar-ganó (competen- cia) |
| to shine      | (tu sháin)      | SHONE      | (shon)      | brillar-brilló             |
| to come       | (tu com)        | CAME       | (kéim)      | venir-vino                 |
| to become     | (tu bicóm)      | BECAME     | (bikéim)    | llegar a ser-llegó a ser   |
| to eat        | (tu sit)        | ATE        | (eit)       | comer-comió                |
| to find       | (tu fáind)      | FOUND      | (fáund)     | encontrar-encontró         |
| to lose       | (tu lus)        | LOST       | (lost)      | perder-perdió              |

| Infinitivos |           | Pasado |        | Traducción de<br>ambas formas   |
|-------------|-----------|--------|--------|---------------------------------|
| to have     | (tu jav)  | HAD    | (jad)  | tener, haber-tuvo, hubo         |
| to make     | (tu méic) | MADE   | (méid) | manufacturar-manufacturó        |
| to do       | (tu du)   | DID    | (did)  | hacer-hizo                      |
| to see      | (tu sli)  | SAW    | (so)   | ver-vio                         |
|             |           |        |        |                                 |
| to put      | (tu put)  | PUT    | (put)  | poner-puso                      |
| to let      | (tu let)  | LET    | (let)  | permitir-permitió<br>dejar-dejó |
|             |           |        |        |                                 |
| to set      | (tu set)  | SET    | (set)  | fijar-fijó                      |
| to cost     | (tu cost) | COST   | (cost) | costar-costó                    |
| to cut      | (tu cot)  | CUT    | (cot)  | cortar-cortó                    |
| to quit     | (tu cuít) | QUIT   | (cuít) | renunciar-renunció              |
| to hurt     | (tu jert) | HURT   | (jert) | lesionar-lesionó                |

## EJERCICIOS

Cambie las siguientes oraciones al Pasado.

- 1 Susan *writes* letters to her parents
- 2 My brother *goes* to the University of Mexico
- 3 Mother *buys* many things downtown
- 4 Father *eats* supper early
- 5 He *comes* home at night
- 6 Frank *reads* the newspaper in the morning
- 7 She *speaks* to us in English
- 8 I *leave* the house early in the morning
- 9 I *get* to the office on time
- 10 They *drink* coffee in the morning
- 11 They *see* me at school
- 12 Mary *knows* how to type very quickly
- 13 Henry *knows* many people in New York
- 14 He *meets* his friends at the club
- 15 I *think* it is raining
- 16 Father *gives* us money for Christmas
- 17 He *brings* many presents for all of us too
- 18 Mother *takes* us to the movies
- 19 I *have* coffee and cake in the morning
- 20 We *find* New York very interesting
- 21 He *keeps* the money in this pocket
- 22 Mother *tells* us stories before going to bed
- 23 He *says* "Good morning" to us
- 24 I *sleep* at home
- 25 They *send* me a package at home
- 26 He *does* his work very well
- 27 The engineer *makes* houses and buildings
- 28 I *spend* my vacations on my father's ranch
- 29 They *spend* too much money shopping
- 30 My brother *drives* his car to go to the office
- 31 I *ride* in the bus in order to go to work
- 32 The boy *feels* hungry in the morning
- 33 We *understand* the English conversation
- 34 I *sit* down during the English class
- 35 We *stand* up before the Mexican flag
- 36 She *cuts* the cake after dinner
- 37 After school Henry *puts* his book into the desk
- 38 They *are* teachers at Columbia University
- 39 We *can* see Central Park from the top of the Empire State Building
- 40 My brother *is* in Cuba.

## EJERCICIOS

Lea en voz alta y traduzca estas oraciones, después cámbiela al Pasado Interrogativo y Negativo. Ejemplos:

He *did* his work yesterday (él hizo tu trabajo ayer)  
Pasado Neg. He *didn't do* his work yesterday  
Pasado Int. *Did* he *do* his work yesterday?

He *could* see the Parade yesterday (él pudo ver el desfile)  
Pasado Int. *Could* he see the Parade yesterday? [file de ayer]  
Pasado Neg. He *couldn't* see the Parade yesterday.

- 1 He *spoke* to us yesterday morning
- 2 They *saw* Mary in the theater last night
- 3 I *ate* chicken salad yesterday
- 4 We *had* coffee and cake last night
- 5 My father *bought* many presents last Christmas
- 6 My brother *got* another job last month
- 7 Mary *wrote* a letter to her family last week
- 8 You *read* the newspaper last night
- 9 The men *heard* the explosion yesterday
- 10 I *left* my book on the table
- 11 Frank *left* the office early yesterday afternoon
- 12 She *left* for New York last night
- 13 They *slept* in a hotel yesterday
- 14 He *felt* tired last night
- 15 You *kept* your money in the bank last year
- 16 She *kept* the food hot yesterday
- 17 We *met* Mr. Brown three years ago
- 18 The woman *swept* the floor yesterday
- 19 The girls *knew* Paris last Summer
- 20 I *knew* the truth
- 21 John *drank* a glass of milk last night
- 22 She *told* me to come here
- 23 I *gave* you five dollars for the book
- 24 She *forgot* to call me up
- 25 He *spent* twenty dollars last Sunday
- 26 They *spent* two weeks in the country last year
- 27 You *sent* me a message yesterday
- 28 The girl *said*: Hello!
- 29 Robert *found* a wallet on the street
- 30 The boy *lost* his pencil yesterday
- 31 Mother *cut* the cake last night
- 32 Henry *broke* his leg last month
- 33 Alice *took* a taxi five minutes ago
- 34 The children *brought* flowers to their mother

- 35 You *thought* it was raining
- 36 You *chose* a nice color
- 37 Frank *hurt* his hand playing ball
- 38 He *put* his hand on my shoulder
- 39 They *threw* papers on the floor
- 40 The wind *blew* very hard yesterday
- 41 My father *flew* to Chicago last week
- 42 My brother *drove* the car last night
- 43 We *rode* in a bus yesterday morning
- 44 They *stole* money from the store
- 45 He *sought* information at the office
- 46 The girl *set* the table yesterday
- 47 They *stood* at the door
- 48 He *understood* the lesson yesterday
- 49 Two gentlemen *were* here yesterday
- 50 The boy *rose* early last morning
- 51 John *quit* his job last week
- 52 Mr. Taylor *forbade* the students to go out last night
- 53 Mother *forgave* my faults (faltas, errores)
- 54 Mary *fell* down yesterday
- 55 The boy *held* the books under his arm.

## EMPLEO DE LA FORMA USED TO

El Pretérito Imperfecto de todos los verbos, excluyendo a *can* (poder), y *must* (deber) se construye en inglés con la forma **USED TO** (solía o acostumbraba) seguida de un verbo en su forma original o simple. Ejemplos:

Yo vivía = I **USED TO** live  
 Él jugaba = He **USED TO** play  
 Nosotros comíamos = We **USED TO** eat  
 Ellos trabajaban = They **USED TO** work  
 Ustedes venían = You **USED TO** come

Como fácilmente puede apreciarse esta forma expresa *hábito en el Pasado*, no debiendo confundirse con el Pretérito Indefinido: Yo viví (I lived), él jugó (he played), nosotros comimos (we ate), etc., que denota un pasado menos remoto:

Yo vine aquí el año pasado = I *came* here last year

**USED TO** se emplea con todas las personas. Veamos la condensación de lo anterior de manera esquemáticamente digerida.

|      |                    |              |
|------|--------------------|--------------|
| I    | } <b>USED TO</b> { | go<br>travel |
| You  |                    |              |
| He   |                    | buy<br>etc.  |
| She  |                    |              |
| We   |                    |              |
| You  |                    |              |
| They | } <b>USED TO</b> { | go<br>travel |
|      |                    |              |
| He   |                    | buy<br>etc.  |
| She  |                    |              |
| We   |                    |              |
| You  |                    |              |
| They |                    |              |

Utilizase también dicha forma con el pronombre impersonal *it*:  
 It *used to* rain = Llovía o solía llover

**DIDN'T USE TO** constituye su forma negativa, ejemplos:

I **didn't USE TO** play (Yo no jugaba o no solía jugar)  
 You **didn't USE TO** study (Tú no estudiabas o no solías es-  
 [tudiar])  
 He **didn't USE TO** read (Él no leía o no solía leer)

Observe la formación del afirmativo, negativo e interrogativo del auxiliar **USED TO** (iúst to).

Advierta, asimismo, la *D* de *used to* sólo en la forma afirmativa, ya que tanto el negativo e interrogativo carecen de dicha consonante, puesto que *didn't* y *DID* ya implican tiempo *pasado*.

|      |                |          |            |
|------|----------------|----------|------------|
| They | <b>USED TO</b> | play     | base-ball  |
| He   | <b>USED TO</b> | practice | sports     |
| You  | <b>USED TO</b> | come     | here often |

Ellos jugaban (o acostumbraban jugar) beisbol  
 Él practicaba (o acostumbraba practicar) los deportes  
 Usted venía (o acostumbraba venir) aquí a menudo.

|      |                      |          |            |
|------|----------------------|----------|------------|
| They | <b>didn't USE TO</b> | play     | base-ball  |
| He   | <b>didn't USE TO</b> | practice | sports     |
| You  | <b>didn't USE TO</b> | come     | here often |

|            |      |               |          |             |
|------------|------|---------------|----------|-------------|
| <b>Did</b> | they | <b>USE TO</b> | play     | base-ball?  |
| <b>Did</b> | he   | <b>USE TO</b> | practice | sports?     |
| <b>Did</b> | you  | <b>USE TO</b> | come     | here often? |

NOTA: Para expresar *hábito* en el Presente, emplease el verbo principal en su forma original o simple:

I *work* every day  
 I *have* coffee every morning  
 I *go* to the movies every week

## EJERCICIOS

Cambie a la forma *USED TO* las siguientes oraciones. Ejemplo:

I walk in the park every Sunday  
I *used to* walk in the park every Sunday

Frank is my friend  
Frank *used to* be my friend

- 1 I walk in the park every Sunday
- 2 We eat chicken every Sunday
- 3 I live on Clark Street
- 4 I go to the beach during the Summer
- 5 They come here during their vacations
- 6 The boys play base-ball after school
- 7 He sees Mary very often
- 8 My sister studies in Canada
- 9 I work in Mexico City
- 10 Frank is my friend
- 11 My house is beautiful
- 12 Father buys clothes for us every Christmas
- 13 I talk with my friends at the club
- 14 I visit my relatives every year
- 15 We read the newspaper every morning
- 16 They travel to Florida every Summer
- 17 He dances at the night-club every Saturday night
- 18 She has a big house in the country
- 19 My parents write me every week
- 20 We practice basket-ball in school

## EL AUXILIAR *MUST*

*MUST* (most) pertenece a los auxiliares de *DEBER*. Siendo dicho auxiliar el más fuerte en virtud de que implica una obligación moral ineludible, ejemplo:

We *MUST* love God (Debemos amar a Dios)

Lo mismo que *can* y *may*, también es defectivo constando sólo de una forma (*must*) y careciendo, por consiguiente, de todas las demás.

(única forma: presente)

|      |                                      |
|------|--------------------------------------|
| I    | <i>MUST</i> = yo debo                |
| You  | <i>MUST</i> = usted debe             |
| He   | <i>MUST</i> = Él debe                |
| She  | <i>MUST</i> = Ella debe              |
| It   | <i>MUST</i> = Ello debe (impersonal) |
| We   | <i>MUST</i> = Nosotros debemos       |
| You  | <i>MUST</i> = ustedes deben          |
| They | <i>MUST</i> = Ellos(as) deben        |

Además *nunca* debe emplearse la partícula *to* inmediatamente después de *MUST*, ejemplos:

|                 |                |               |     |
|-----------------|----------------|---------------|-----|
| You <i>MUST</i> | <i>respect</i> | the law       | (1) |
|                 | <i>honor</i>   | your parents  | (2) |
|                 | <i>obey</i>    | orders        | (3) |
|                 | <i>defend</i>  | your country  | (4) |
|                 | <i>protect</i> | your children | (5) |
|                 | <i>tell</i>    | the truth     | (6) |

### Traducción

- 1 Usted debe respetar la ley
- 2 Usted debe honrar a sus padres
- 3 Usted debe obedecer las órdenes
- 4 Usted debe defender su patria
- 5 Usted debe proteger a sus hijos
- 6 Usted debe decir la verdad.

La partícula NOT después de *MUST* constituye su forma negativa, tal como ocurre igualmente en los demás auxiliares: *do not, does not, is not, are not, was not, were not, can not, could not, will not, may not*, etc. Ejemplo:

You *must NOT* go to that place = Usted no debe ir a ese lugar.

La contracción de *must NOT* es *mustN'T* (pronúnciese *mósent*). Ejemplo:

You *mustN'T* talk with him – Usted no debe platicar con él

Conforme a lo expuesto en los dos últimos ejemplos, nótese que esta forma negativa implica tácitamente una prohibición.

Veamos a continuación algunos ejemplos ilustrativos en forma esquemática, para una mejor comprensión de *mustn't*.

|                    |                |               |     |
|--------------------|----------------|---------------|-----|
| You <i>MUSTN'T</i> | <i>steal</i>   | anything      | (1) |
|                    | <i>kill</i>    | anybody       | (2) |
|                    | <i>lie</i>     | to anyone     | (3) |
|                    | <i>deceive</i> | anybody       | (4) |
|                    | <i>disobey</i> | orders        | (5) |
|                    | <i>tell</i>    | lies          | (6) |
|                    | <i>deny</i>    | the truth     | (7) |
|                    | <i>conceal</i> | your feelings | (8) |

#### Traducción

1. Usted no debe robar nada
2. Usted no debe matar a nadie
3. Usted no debe mentir a ninguno
4. Usted no debe engañar a nadie
5. Usted no debe desobedecer las órdenes
6. Usted no debe contar mentiras
7. Usted no debe negar la verdad
8. Usted no debe ocultar sus sentimientos

Al igual que todos los verbos auxiliares, *MUST* es además auxiliar de si mismo. De lo cual se desprende que para construir su forma interrogativa no requiere de ningún otro, tan sólo basta anteponer *MUST* al sujeto que se emplee, ejemplos:

|                             |                        |
|-----------------------------|------------------------|
| <i>MUST</i> I .....         | ¿Debo yo .....         |
| <i>MUST</i> Frank .....     | ¿Debe Francisco .....  |
| <i>MUST</i> my sister ..... | ¿Debe mi hermana ..... |
| <i>MUST</i> they .....      | ¿Deben ellos .....     |

Recuérdese, por medio de este diagrama esquemático, la posición invariable de la forma interrogativa en general, aunque en este caso se haga destacar a *MUST* únicamente.

|                       | <i>Auxiliar</i> | <i>Sujeto</i> | <i>Verbo</i>  |     |
|-----------------------|-----------------|---------------|---------------|-----|
| 1 <i>What</i>         | } <i>MUST</i>   | Frank         | <i>do?</i>    | (1) |
| 2 <i>Where</i>        |                 |               | <i>work?</i>  | (2) |
| 3 <i>At what time</i> |                 |               | <i>come?</i>  | (3) |
| 4 <i>How</i>          |                 |               | <i>speak?</i> | (4) |

---

1. ¿Qué debe hacer Francisco?
2. ¿Dónde debe trabajar Francisco?
3. ¿A qué hora debe venir Francisco?
4. ¿Cómo debe hablar Francisco?

Por otra parte *MUST* también suele expresar *inferencia*, es decir, en los casos donde no denota *deber moral*, implica entonces una mera *suposición o hipótesis*, ejemplos:

That man *MUST* be very rich  
(Ese hombre debe ser muy rico)

That girl *MUST* be very intelligent  
(Esa muchacha debe ser muy inteligente)

His grand-father *MUST* be very old  
(Su abuelo (de él) debe ser muy viejo)

Veamos a continuación más ejemplos esquemáticamente ilustrados empleando el pronombre neutro *IT* y en los que *MUST* expresa inferencia.

|                   |                |     |
|-------------------|----------------|-----|
| It <i>MUST</i> be | very expensive | (1) |
|                   | very cheap     | (2) |
|                   | very good      | (3) |
|                   | very bad       | (4) |
|                   | very hot       | (5) |
|                   | very cold      | (6) |

|   |
|---|
| 1 Debe ser muy caro                                 |
| 2 Debe ser muy barato                               |
| 3 Debe ser muy bueno                                |
| 4 Debe ser muy malo                                 |
| 5 Debe ser muy caliente<br>(debe hacer mucho calor) |
| 6 Debe ser muy frío<br>(debe hacer mucho frío)      |

### SOME NEW WORDS

**SOMETHING** (sómzing) = algo, alguna cosa (al preguntar o afirmar)  
[mar]

Can you do *something*? = ¿Puede usted hacer algo?  
I must do *something* = Yo debo hacer algo

**ANYTHING** (énizing) = { algo, alguna cosa (al preguntar)  
nada (cuando le antecede una  
forma verbal negativa)

Do you want *anything*? = ¿Quiere usted alguna cosa?  
He can't do *anything* = Él no puede hacer nada

**NOTHING**<sup>1</sup> (nózing) = nada (cuando le antecede una forma verbal en afirmativo)

I know *nothing* = Yo no sé nada  
He can do *nothing* = Él no puede hacer nada

<sup>1</sup> Recuerde que en inglés no se debe emplear una doble negación en una misma oración. Ejemplos:

I know *nothing* = I don't know *anything*  
You must see *no-one* = You mustn't see *any-one*  
I want to speak to *no-one* = I don't want to speak to *any-one*

**SOMEBODY** (sombodi) { alguien o alguna persona (al preguntar)  
**SOME-ONE** (som-uan) { o afirmar)

Is *somebody* here? = ¿Está alguien aquí?  
Was *some-one* in the house? = ¿Estaba alguien en la casa?

I must talk with *somebody* = Yo debo platicar con alguien  
I'll see *some-one* there = Veré a alguien ahí

**ANYBODY** (énibodi) alguien o alguna persona (al preguntar)  
**ANY-ONE** (éni-uan) ninguno, nadie (si es precedido de un auxiliar negativo)

Was *anybody* working here last night? =  
¿Estuvo alguien trabajando aquí anoche?

Does *any-one* like chocolate? =  
¿Le gusta a alguien el chocolate?

You must not see *anybody* = Usted no debe ver a nadie  
You must not speak to *any-one* = Usted no debe hablar a nadie

**NOBODY** (nóubodi) { nadie, ninguna persona (precedido siempre en una forma verbal en afirmativo)

He likes to live with *nobody* = A él no le gusta vivir con nadie  
I want to see *no-one* = Yo no quiero ver a nadie

### VOCABULARIO

|                    |            |                       |
|--------------------|------------|-----------------------|
| God                | (god)      | = Dios                |
| parents            | (párents)  | = padres              |
| truth <sup>1</sup> | (truz)     | = verdad              |
| true               | (tru)      | = verdadero           |
| law                | (lo)       | = ley                 |
| lawyer             | (lóier)    | = abogado             |
| orders             | (órders)   | = órdenes, pedidos    |
| country            | (cóntri)   | = patria, país; campo |
| lies               | (láis)     | = mentiras            |
| feelings           | (fiilings) | = sentimientos        |

<sup>1</sup> Recuerde que la TH tiene un sonido equivalente a la z como se pronuncia en España.

## VERBOS EN INFINITIVO

|            |              |               |
|------------|--------------|---------------|
| To love    | (tu lov)     | = amar        |
| to respect | (tu rispéct) | = respetar    |
| to honor   | (tu ónor)    | = honrar      |
| to obey    | (tu obéi)    | = obedecer    |
| to disobey | (tu disobéi) | = desobedecer |
| to defend  | (tu difénd)  | = defender    |
| to protect | (tu protéct) | = proteger    |
| to steal   | (tu stíil)   | = robar       |
| to kill    | (tu kil)     | = matar       |
| to lie     | (tu lai)     | = mentir      |
| to deceive | (tu disíiv)  | = engañar     |
| to deny    | (tu dinái)   | = negar       |
| to conceal | (tu consíil) | = ocultar     |

## REPASANDO ALGUNOS AUXILIARES EN LAS FORMAS INTERROGATIVA Y AFIRMATIVA

Observe el uso de las palabras interrogativas *what, how, how much*, etc., en la comparación de los auxiliares *do* y *does*, así como la respuesta a dichas preguntas.

Lea estas oraciones en voz alta.

|          |      |       |        |              |       |        |               |
|----------|------|-------|--------|--------------|-------|--------|---------------|
| What     | DO   | you   | do     | every day?   | I     | do     | my work       |
| What     | DOES | Mary  | do     | every day?   | She   | does   | her work      |
| How      | DO   | they  | come   | every week?  | They  | come   | by bus        |
| How      | DOES | Frank | come   | every week?  | He    | comes  | by car        |
| How much | DOES | Mary  | buy    | every month? | She   | buys   | 12 dozen      |
| How much | DO   | I     | buy    | every month? | You   | buy    | 6 dozen       |
| How long | DO   | they  | work   | daily?       | They  | work   | 8 hours       |
| How long | DOES | he    | work   | daily?       | He    | works  | 10 hours      |
| When     | DOES | he    | leave? |              | He    | leaves | daily         |
| When     | DO   | we    | leave? |              | We    | leave  | daily         |
| Where    | DOES | Frank | go     | every night? | Frank | goes   | to the movies |
| Where    | DO   | you   | go     | every night? | I     | go     | home          |

## EJERCICIOS

Cambie las respuestas a la forma negativa, ejemplos:

|                         |                              |
|-------------------------|------------------------------|
| I don't do my work      | (Yo no hago mi trabajo)      |
| She doesn't do her work | (Ella no hace su trabajo)    |
| They don't come by bus  | (Ellos no vienen en autobús) |

Observe el empleo del auxiliar *did* en el Pasado interrogativo junto con las palabras interrogativas *what, how, how much, etc.* Advierta, asimismo, el verbo en su forma de *pasado* solamente en las respuestas afirmativas: *went, came, left, etc.*, en tanto que en las preguntas el verbo principal está en su forma original o simple.

Lea estas oraciones en voz alta.

|          |            |       |        |             |      |               |               |
|----------|------------|-------|--------|-------------|------|---------------|---------------|
| What     | <i>DID</i> | you   | do     | yesterday?  | I    | <i>DID</i>    | my work       |
| What     | <i>DID</i> | Mary  | do     | yesterday?  | She  | <i>DID</i>    | her work      |
| How      | <i>DID</i> | they  | come   | last week?  | They | <i>CAME</i>   | by bus        |
| How      | <i>DID</i> | Frank | come   | last week?  | He   | <i>CAME</i>   | by car        |
| How much | <i>DID</i> | Mary  | buy    | last month? | She  | <i>BOUGHT</i> | 12 dozen      |
| How much | <i>DID</i> | I     | buy    | last month? | I    | <i>BOUGHT</i> | 6 dozen       |
| How long | <i>DID</i> | they  | work   | yesterday?  | They | <i>WORKED</i> | 8 hours       |
| How long | <i>DID</i> | he    | work   | yesterday?  | He   | <i>WORKED</i> | 12 hours      |
| When     | <i>DID</i> | he    | leave? |             | He   | <i>LEFT</i>   | yesterday     |
| When     | <i>DID</i> | we    | leave? |             | We   | <i>LEFT</i>   | yesterday     |
| Where    | <i>DID</i> | Frank | go     | last night? | He   | <i>WENT</i>   | to the movies |
| Where    | <i>DID</i> | you   | go     | last night? | I    | <i>WENT</i>   | home          |

### EJERCICIOS

Cambie las respuestas a la forma negativa, ejemplos:

I *didn't* do my work (Yo no hice mi trabajo)  
 She *didn't* do her work (Ella no hizo su trabajo)  
 I *didn't* go home (Yo no fui a casa)

Observe el uso del auxiliar *will* en el Futuro Interrogativo junto con las palabras *what, how, how much, etc.* En el Futuro afirmativo adviértase las formas contraídas de *will*.

Lea las siguientes oraciones en voz alta.

|          |             |       |        |             |      |             |       |               |
|----------|-------------|-------|--------|-------------|------|-------------|-------|---------------|
| What     | <i>WILL</i> | you   | do     | tomorrow?   | I    | <i>WILL</i> | do    | my work       |
| What     | <i>WILL</i> | Mary  | do     | tomorrow?   | She  | <i>LL</i>   | do    | her work      |
| How      | <i>WILL</i> | they  | come   | next week?  | They | <i>LL</i>   | come  | by bus        |
| How      | <i>WILL</i> | Frank | come   | next week?  | He   | <i>LL</i>   | come  | by car        |
| How much | <i>WILL</i> | she   | buy    | next month? | She  | <i>LL</i>   | buy   | 12 dozen      |
| How much | <i>WILL</i> | I     | buy    | next month? | You  | <i>LL</i>   | buy   | 6 dozen       |
| How long | <i>WILL</i> | they  | work   | tomorrow?   | They | <i>LL</i>   | work  | 8 hours       |
| How long | <i>WILL</i> | he    | work   | tomorrow?   | He   | <i>LL</i>   | work  | 10 hours      |
| When     | <i>WILL</i> | he    | leave? |             | He   | <i>LL</i>   | leave | now           |
| When     | <i>WILL</i> | we    | leave? |             | We   | <i>LL</i>   | leave | now           |
| Where    | <i>WILL</i> | Frank | go     | tonight?    | He   | <i>LL</i>   | go    | to the movies |
| Where    | <i>WILL</i> | you   | go     | tonight?    | I    | <i>LL</i>   | go    | home          |

### EJERCICIOS

Cambie las respuestas a la forma negativa, empleando la contracción de *will not*: *WON'T*, ejemplos:

I *won't* do my work (Yo no haré mi trabajo)  
 She *won't* do her work (Ella no hará su trabajo)  
 They *won't* come by bus (Ellos no vendrán en autobús)

Observe el uso del auxiliar *MUST* para expresar *necesidad* o "tener que". Note, asimismo, el empleo de las palabras, *what, how, how much*, etc., en las preguntas y la forma verbal en ambos cuadros (do, come; buy, etc.) sin la partícula *to*.

Lea las siguientes oraciones en voz alta.

|   |                               |
|---|-------------------------------|
| What <i>MUST</i> you do every day?        | I <i>MUST</i> do my work      |
| What <i>MUST</i> Mary do every day?       | She <i>MUST</i> do her work   |
| How <i>MUST</i> they come now?            | They <i>MUST</i> come by bus  |
| How <i>MUST</i> Frank come now?           | He <i>MUST</i> come by car    |
| How much <i>MUST</i> Mary buy today?      | She <i>MUST</i> buy 12 dozen  |
| How much <i>MUST</i> I buy today?         | You <i>MUST</i> buy 6 dozen   |
| How long <i>MUST</i> they work every day? | They <i>MUST</i> work 8 hours |
| How long <i>MUST</i> he work every day?   | He <i>MUST</i> work 8 hours   |
| When <i>MUST</i> he leave?                | He <i>MUST</i> leave today    |
| When <i>MUST</i> we leave?                | We <i>MUST</i> leave today    |
| Where <i>MUST</i> Frank go now?           | He <i>MUST</i> go to school   |
| Where <i>MUST</i> you go now?             | I <i>MUST</i> go home         |

## EJERCICIOS

Cambie las respuestas a la forma negativa empleando la contracción de *must not*: *MUSTN'T*, ejemplos:

- I *mustn't* do my work (Yo no debo hacer mi trabajo)  
 She *mustn't* do her work (Ella no debe hacer su trabajo)  
 They *mustn't* come by bus (Ellos no deben venir en autobús)

## EJERCICIOS

- I. Repasando las expresiones de tiempo y aprendiendo algunas nuevas.
- II. Practíquelas cambiando las siguientes oraciones a las formas negativa e interrogativa. Use contracciones en el negativo.

NOW (ahora)

I am reading now

LATER (más tarde)

She will be in her house later

TODAY (hoy)

It is hot today

TONIGHT (esta noche)

It will be cold tonight

TOMORROW (mañana)

I will be here tomorrow

TOMORROW MORNING (mañana por la mañana)

He'll be in Acapulco tomorrow morning

TOMORROW AFTERNOON (mañana por la tarde)

It'll be windy tomorrow afternoon

TOMORROW NIGHT (mañana por la noche)

It'll be cool tomorrow night

DAY AFTER TOMORROW (pasado mañana)

We'll be back day after tomorrow

YESTERDAY (ayer)

They were here yesterday

DAY BEFORE YESTERDAY (antier, anteayer)

I was here day before yesterday

LAST NIGHT (anoche)

He was at home last night

LAST SUNDAY (el domingo pasado)

You were playing base-ball last Sunday

LAST WEEK (la semana pasada)

She was working last week

LAST MONTH (el mes pasado)

He was resting last month

**LAST YEAR** (el año pasado)  
 They were learning English last year  
**LAST CHRISTMAS** (las Navidades pasadas)  
 It was snowy last Christmas  
**LAST WINTER** (el invierno pasado)  
 It was snowing last Winter  
**LAST SEPTEMBER** (el pasado septiembre)  
 It was raining last September  
**LAST TIME** (la última vez)  
 It was windy last time  
**NEXT WEEK** (la semana próxima)  
 I'll go to Chicago next week  
**NEXT MONTH** (el mes próximo)  
 She'll come here next month  
**NEXT YEAR** (el año próximo)  
 They'll be back next year  
**NEXT CHRISTMAS** (las próximas Navidades)  
 We'll buy many presents next Christmas  
**NEXT FALL** (el próximo otoño)  
 He'll marry next fall  
**NEXT TIME** (la próxima vez)  
 You'll do your work next time  
**BEFORE** (antes)  
 He thinks before talking  
**AFTER** (después)  
 He rests after working

## FORMA EQUIVALENTE A *MUST* Y EMPLEO DE *SHOULD* Y *OUGHT TO*

Estos dos auxiliares (*should* y *ought to*) en unión de *MUST* constituyen el triángulo que expresa *deber*.

Como se recordará, *must* implica la más fuerte obligación moral denotando asimismo *necesidad* o *inferencia* y su traducción al español corresponde a "TENER QUE", "DEBER".

De ahí que:

*MUST* = *TO HAVE TO*

Veámoslo ahora complementado con "*go home*" (ir a casa) en algunos ejemplos ilustrativos:

|                                 |                        |
|---------------------------------|------------------------|
| I <i>MUST</i> go home = I       | <i>HAVE TO</i> go home |
| You <i>MUST</i> go home = You   | <i>HAVE TO</i> go home |
| He <i>MUST</i> go home = He     | <i>HAS TO</i> go home  |
| She <i>MUST</i> go home = She   | <i>HAS TO</i> go home  |
| It <i>MUST</i> go home = It     | <i>HAS TO</i> go home  |
| We <i>MUST</i> go home = We     | <i>HAVE TO</i> go home |
| You <i>MUST</i> go home = You   | <i>HAVE TO</i> go home |
| They <i>MUST</i> go home = They | <i>HAVE TO</i> go home |

Estas formas sinónimas en negativo serían:

|                                |                                |
|--------------------------------|--------------------------------|
| I <i>MUSTN'T</i> go home = I   | <i>DON'T HAVE TO</i> go home   |
| He <i>MUSTN'T</i> go home = He | <i>DOESN'T HAVE TO</i> go home |

Y en el interrogativo:

|  |                         |
|--|-------------------------|
| <i>MUST</i> I go home? = <i>DO</i> I     | <i>HAVE TO</i> go home? |
| <i>MUST</i> he go home? = <i>DOES</i> he | <i>HAVE TO</i> go home? |

*SHOULD* y *OUGHT TO* son menos fuertes que *MUST* cuando se trata de comparar el grado de intensidad en lo referente a obligación.

El auxiliar *OUGHT TO* (pronúnciese *ot*) expresa más bien *conveniencia* que *deber* moral, pudiendo equivaler en castellano a "ES CONVENIENTE QUE", "DEBIERA" o "DEBERÍA".

Destácase además el empleo de la partícula *to* después de *ought*, ejemplos:

|   |  |
|---|--|
| You <i>OUGHT TO</i> learn English = A usted le conviene aprender                                      | [inglés o usted debiera (o debería) aprender<br>[inglés] |
| You <i>OUGHT TO</i> go to the United States = Usted debiera o (de-<br>[bería ir a los Estados Unidos] |  |
| You <i>OUGHT TO</i> buy that book = Usted debiera comprar ese   | [libro]  |
| You <i>OUGHT TO</i> see that picture = Usted debería ver esa pe-<br>[lícula.]                         |  |

Para formar el negativo empléase la partícula NOT inmediatamente después de dicho auxiliar, ejemplos:

You *ought* NOT to do that = Usted no debiera hacer eso

He *ought* NOT to smoke so much = Él no debiera fumar tanto

We *ought* NOT to speak Spanish = No debíamos hablar español en la clase de inglés.

Generalmente no se emplea OUGHT TO en la forma interrogativa.

El auxiliar SHOULD (pronúnciese *shud*) implica *deber*, pero no de índole moral, denotando más bien *recomendación o consejo*. Puede expresar, asimismo, *requisito* a llenar, equivaliendo en español a "DEBE" o "DEBERÍA".

He aquí algunas oraciones en esta gráfica en la cual *should* encierra un *requisito*.

|           |        |          |                          |
|-----------|--------|----------|--------------------------|
| Everybody | SHOULD | have     | his credential           |
| Everybody | SHOULD | write    | the examination with ink |
| Everybody | SHOULD | tell     | his name and address     |
| Everybody | SHOULD | practice | next week                |
| Everybody | SHOULD | bring    | a note-book              |

#### Traducción

Todos deben tener su credencial  
 Todos deben escribir el examen con tinta  
 Todos deben decir su nombre y dirección  
 Todos deben practicar la semana próxima  
 Todos deben traer un libro de apuntes

Ahora veamos otros ejemplos en los que este auxiliar exprese una mera *recomendación, consejo o sugerencia*.

|             |        |          |                  |
|-------------|--------|----------|------------------|
| Every woman | SHOULD | Marry    | young            |
| Students    | SHOULD | practice | English          |
| You         | SHOULD | read     | the instructions |
| We          | SHOULD | eat      | more fruit       |
| Everybody   | SHOULD | drive    | carefully        |

#### Traducción

Todas las mujeres (cada mujer) deberían casarse jóvenes  
 Los estudiantes deben practicar inglés  
 Usted debe (debería) leer las instrucciones  
 Deberíamos comer más fruta  
 Todos deberían manejar cuidadosamente

Como en los demás auxiliares, empléase NOT después de *should* para formar el negativo y cuya contracción es *SHOULDN'T*.

He aquí algunos ejemplos ilustrativos de la forma negativa:

|              |           |       |              |
|--------------|-----------|-------|--------------|
| You          | SHOULDN'T | drive | too fast     |
| The children | SHOULDN'T | run   | after dinner |
| He           | SHOULDN'T | work  | at night     |
| You          | SHOULDN'T | talk  | in class     |
| The girl     | SHOULDN'T | study | so late      |

#### Traducción

Usted no debería manejar tan rápido  
 Los niños no deberían correr después de la comida  
 Él no debería trabajar de noche  
 Ustedes no deberían platicar en la clase  
 La muchacha no debería estudiar tan tarde

La construcción del interrogativo de este auxiliar sigue la misma pauta de *must, can, etc.*; es decir, se invierte la posición del auxiliar con respecto al sujeto.

Observe en esta gráfica la posición de *should* en la forma interrogativa empleando además las palabras *what, where, etc.*

|          |        |   |        |
|----------|--------|---|--------|
| What     | SHOULD | I | do?    |
| Where    | SHOULD | I | go?    |
| When     | SHOULD | I | come?  |
| How much | SHOULD | I | buy?   |
| How long | SHOULD | I | stay?  |
| How      | SHOULD | I | speak? |

#### Traducción

¿Qué debo (o debería) hacer yo?  
 ¿Dónde debo (o debería) ir yo?  
 ¿Cuándo debo (o debería) venir yo?  
 ¿Cuánto debo (o debería) comprar?  
 ¿Cuánto tiempo debo (o debería) quedarme?  
 ¿Cómo debo (o debería) hablar?

En el inglés clásico y muy literario se usa también *SHOULD* para la forma condicional en las primeras personas (I y we), en lugar de *WOULD*. Lo mismo podría agregarse con respecto a *SHALL* y *WILL*. Ejemplos:

| Forma de lenguaje clásico |        |      | Forma de lenguaje cotidiano |       |      | Traducción de ambas formas |
|---------------------------|--------|------|-----------------------------|-------|------|----------------------------|
| I                         | should | like | I                           | would | like | (me gustaría)              |
| We                        | should | like | We                          | would | like | (nos gustaría)             |
| I                         | shall  | go   | I                           | will  | go   | (iré)                      |
| We                        | shall  | go   | We                          | will  | go   | (iremos)                   |

## EMPLEO DEL AUXILIAR *MAY*

*MAY* (pronúnciese *mei*) es también un verbo defectivo, es decir, solamente consta de dos formas: la que expresa una *posibilidad en presente MAY* (es posible que) y la que denota una *posibilidad en pasado MIGHT* (podría), careciendo por lo tanto, de participio y demás formas.

*MAY* expresa, asimismo, *permiso, posibilidad y deseo*.

Veamos a continuación una gráfica esquemática para una mejor y más rápida asimilación de dicho auxiliar.

|            |               |                           |                                 |
|------------|---------------|---------------------------|---------------------------------|
| <i>MAY</i> | Expresa:      |                           |                                 |
|            | 1 Permiso:    | <i>May I go home?</i>     | (¿Puedo irme a casa?)           |
|            | 2 Posibilidad | <i>I may go home</i>      | (Es posible que me vaya a casa) |
|            | 3 Deseo:      | <i>May you live long!</i> | (¡Que vivas muchos años!)       |

Al igual que *can* (poder), inmediatamente después de *MAY* no se emplea la partícula "to".

*They may come tomorrow* (Es posible que él esté en casa ahora)

*He may be at home now* (Es posible que vengan mañana)

Tampoco toma *S* al conjugarse con *he, she, it*:

*He may work here* (Es posible que él trabaje aquí)

*She may walk again* (Es posible que ella camine otra vez)

*It may rain tonight* (Es posible que llueva esta noche)

La partícula *NOT* después de *MAY* constituye su forma negativa:

*We may not leave tomorrow* (Es posible que nosotros no salgamos mañana)

*I may not arrive on time* (Es posible que yo no llegue a tiempo)

En la forma interrogativa, *MAY* deja de expresar *posibilidad* para pasar a denotar *permiso*:

|                             |                                      |
|-----------------------------|--------------------------------------|
| <i>May I go out?</i>        | (¿Puedo salir?)                      |
| <i>May I leave early?</i>   | (Puedo marcharme temprano?)          |
| <i>May I sit down?</i>      | (¿Puedo sentarme?)                   |
| <i>May I speak to you?</i>  | (¿Puedo hablar con usted?)           |
| <i>May I smoke?</i>         | (¿Puedo fumar?)                      |
| <i>May I help you?</i>      | (¿Puedo ayudarlo a usted?)           |
| <i>May I take you home?</i> | (¿Puedo llevarlo a usted a su casa?) |

De acuerdo con lo gráficamente expuesto en el esquema anterior, *MAY* además de indicar *permiso* y *posibilidad*, también suele implicar *deseo*. En este caso *MAY* equivale a lo que en castellano significa *que* cuando éste exprese, por supuesto, *deseo*:

|   |   |
|---|---|
| <i>May God bless you!</i>                                 | (¡Que Dios te bendiga!)                             |
| <i>May you live long!</i>                                 | (¡Que vivas muchos años!)                           |
| <i>May your days be marry!</i>                            | (¡Que tus días sean alegres!)                       |
| <i>May the New Year bring you health, money and love!</i> | (¡Que el Año Nuevo te traiga salud, dinero y amor!) |

Observe la carencia de la partícula *to* después de *MAY* y nótese además que en inglés las formas en *infinitivo* *speak, walk, read, write, etc.*, corresponden en español al *presente de subjuntivo*: *hable, camine, lea, escriba, etc.*

| Afirmativo |             |              | Traducción          |               |         |
|------------|-------------|--------------|---------------------|---------------|---------|
| I          | <i>MAY</i>  | <i>speak</i> | <i>ES POSIBLE</i>   | que yo        | hable   |
| You        | <i>MAY</i>  | <i>walk</i>  | <i>ES POSIBLE</i>   | que usted     | camine  |
| He         | <i>MAY</i>  | <i>read</i>  | <i>ES POSIBLE</i>   | que él        | lea     |
| She        | <i>MAY</i>  | <i>write</i> | <i>ES POSIBLE</i>   | que ella      | escriba |
| It         | <i>MAY</i>  | <i>rain</i>  | <i>ES POSIBLE</i>   | que (neutro)  | llueva  |
| We         | <i>MAY</i>  | <i>swim</i>  | <i>ES POSIBLE</i>   | que nosotros  | nademos |
| You        | <i>MAY</i>  | <i>run</i>   | <i>ES POSIBLE</i>   | que ustedes   | corran  |
| They       | <i>MAY</i>  | <i>dance</i> | <i>ES POSIBLE</i>   | que ellos(as) | bailen  |
| They       | <i>will</i> | <i>dance</i> | Ellos (as) bailarán |               |         |

Obsérvese cómo *MAY* equivale a la traducción en español de *es posible que*. Asimismo, la forma verbal que le sigue a continuación (*go, speak, be, etc.*) corresponde al presente de subjuntivo en castellano, en tanto que esas mismas formas en inglés están en infinitivo, aunque sin la partícula "*to*".

|         |     |            |       |               |
|---------|-----|------------|-------|---------------|
| I think | I   | <i>MAY</i> | go    | to New York   |
| I think | you | <i>MAY</i> | speak | English soon  |
| I think | he  | <i>MAY</i> | be    | at home now   |
| I think | she | <i>MAY</i> | come  | here tomorrow |
| I think | it  | <i>MAY</i> | rain  | tonight       |
| I think | we  | <i>MAY</i> | see   | you soon      |
| I think | you | <i>MAY</i> | work  | there soon    |
| I think | you | <i>MAY</i> | visit | us next year  |

#### Traducción

Creo que es posible que yo vaya a Nueva York  
 Creo que es posible que usted hable inglés pronto  
 Creo que es posible que él esté en casa ahora  
 Creo que es posible que ella venga aquí mañana  
 Creo que es posible que llueva esta noche  
 Creo que es posible que los veamos a ustedes pronto  
 Creo que es posible que ustedes trabajen ahí pronto  
 Creo que es posible que ustedes nos visiten el año próximo

#### EJERCICIOS

Haga que alguien le dicte estas oraciones en castellano, para que usted, prescindiendo del libro, las traduzca al inglés por escrito. Seguidamente pase a rectificarlas guiándose por la gráfica anterior.

Como segundo paso, construya oralmente otras oraciones sustituyendo los verbos *go, speak, be, come, rain, etc.* por: *travel, learn, stay, leave, snow* (nevar), *need, study* y *write*, respectivamente. Después hágalas por escrito y tradúzcalas al español en forma oral.

Ejemplos en que se establecen paralelos entre HABILIDAD (can), POSIBILIDAD (may) y PERMISO (may).

|               |     |     |                  |  |
|---------------|-----|-----|------------------|--|
| (Habilidad)   | I   | CAN | swim now         | Yo puedo nadar ahora                       |
| (Posibilidad) | I   | MAY | swim tomorrow    | Posiblemente nade mañana                   |
| (Permiso)     | MAY | I   | swim now?        | ¿Puedo nadar ahora?                        |
|               |     |     |                  |  |
| (Habilidad)   | I   | CAN | see him          | Yo puedo verlo a él                        |
| (Posibilidad) | I   | MAY | see him          | Posiblemente yo lo vea a él                |
| (Permiso)     | MAY | I   | see him?         | ¿Puedo verlo a él?                         |
|               |     |     |                  |  |
| (Habilidad)   | I   | CAN | speak to them    | Yo puedo hablarles a ellos                 |
| (Posibilidad) | I   | MAY | speak to them    | Posiblemente yo les hable                  |
| (Permiso)     | MAY | I   | speak to them?   | ¿Puedo hablarles a ellos?                  |
|               |     |     |                  |  |
| (Habilidad)   | I   | CAN | go home any time | Yo puedo ir a casa a cual-<br>[quier hora] |
| (Posibilidad) | I   | MAY | go home tonight  | Posiblemente vaya a casa<br>[esta noche]   |
| (Permiso)     | MAY | I   | go home now?     | ¿Puedo irme a casa ahora?                  |
|               |     |     |                  |  |
| (Habilidad)   | He  | CAN | drive fast       | Él puede manejar rápido                    |
| (Posibilidad) | He  | MAY | drive slow       | Posiblemente él maneje des-<br>[pacio]     |
| (Permiso)     | MAY | he  | drive the car?   | ¿Puede él manejar el auto?                 |

Es importante hacer notar que al emplearse MAY en las formas afirmativa y negativa, también puede expresar *permiso concedido* o *permiso denegado*, cuando se contesta a una pregunta iniciada con MAY, ejemplos:

|     |   |          |                 |
|-----|---|----------|-----------------|
| May | I | go home? | Yes, you may    |
| May | I | smoke?   | No, you may not |

## EMPLEO DE COULD Y MIGHT

De acuerdo con lo asentado en lecciones anteriores **COULD** es la forma en pasado de **CAN**, pero además, también expresa una forma *condicional*. Ejemplos:

### Forma en Pasado

|        |       |               |                   |
|--------|-------|---------------|-------------------|
| Frank  | COULD | not speak     | English last year |
| I      | COULD | not come here | yesterday         |
| Nobody | COULD | translate     | the lesson        |

### Traducción

Francisco no podía hablar inglés el año pasado  
No pude venir aquí ayer  
Nadie pudo traducir la lección

### Forma Condicional

|      |       |              |                    |
|------|-------|--------------|--------------------|
| I    | COULD | go           | if they invited me |
| You  | COULD | speak better | if you tried hard  |
| She  | COULD | come here    | if she wanted to   |
| They | COULD | learn more   | if they studied    |
| We   | COULD | travel       | next Summer        |

COULD you tell me what time it is?  
COULD you tell me where the post-office is?

### Traducción

Podría ir si ellos me invitaran  
Usted podría hablar mejor si se esforzara  
Ella podría venir si quisiera  
Ellos podrían aprender más si estudiaran  
Podríamos viajar el próximo verano  
¿Podría usted decirme qué hora es?  
¿Podría usted decirme dónde está la oficina de correos?

Por otra parte *MIGHT* (pronúnciese *maít*) es la forma tanto en pasado como condicional de *MAY* y, al igual que éste, también expresa *permiso* o *posibilidad*.

Veamos a continuación algunos ejemplos ilustrativos.

#### Denotando Permiso

|             |           |     |              |        |
|-------------|-----------|-----|--------------|--------|
| Her father  | said that | she | <i>MIGHT</i> | go     |
| His father  | said that | he  | <i>MIGHT</i> | play   |
| The teacher | said that | we  | <i>MIGHT</i> | talk   |
| My mother   | said that | I   | <i>MIGHT</i> | go out |
| The doctor  | said that | I   | <i>MIGHT</i> | get up |
| He          | said that | we  | <i>MIGHT</i> | smoke  |

#### Traducción

Su padre dijo que ella podía (podría) ir  
 Su padre dijo que él podía (podría) jugar  
 El maestro dijo que podíamos (podríamos) conversar  
 Mi madre dijo que yo podía (podría) salir  
 El médico dijo que yo podía (podría) levantarme  
 Él dijo que podíamos (podríamos) fumar

#### Denotando Posibilidad

|  |           |      |              |        |          |
|--|-----------|------|--------------|--------|----------|
| I  | said that | I    | <i>MIGHT</i> | come   | tomorrow |
| He   | said that | he   | <i>MIGHT</i> | buy    | a car    |
| They   | said that | they | <i>MIGHT</i> | stay   | here     |
| You  | said that | you  | <i>MIGHT</i> | work   | soon     |
| We   | said that | you  | <i>MIGHT</i> | travel | by bus   |
| I <i>MIGHT</i> leave tomorrow, but I am not sure |           |      |              |        |          |

#### Traducción

Yo dije que podría venir mañana  
 Él dijo que podría comprar un auto  
 Ellos dijeron que podrían quedarse aquí  
 Usted dijo que podría trabajar pronto  
 Nosotros dijimos que podríamos viajar por autobús  
 Yo podría salir mañana, pero no estoy seguro

### EJERCICIOS

Cambie al negativo tanto la forma que expresa *permiso* como la que expresa *posibilidad*, empleando la partícula *NOT* después de *MIGHT*, ejemplos:

(primera gráfica) His father said that he *might not* go

(segunda gráfica) I said that I *might not* come tomorrow

(Yo dije que podría *no* venir mañana)

### EMPLEO DE *WOULD*

*WOULD* (pronúnciese *ud*) es la forma en pasado del auxiliar *WILL* y constituye la base de construcción de los tiempos del *condicional* (potencial simple y compuesto): He *would* speak (él hablaría) y He *would have* spoken (él habría hablado).

En el inglés de uso práctico y cotidiano se emplea *WOULD* en todas las personas y con cualquier sujeto. En las formas de lenguaje clásico y muy literario se utiliza *SHOULD* solamente en las primeras personas (I y we) en lugar de *would*: *I should*, *we should*.

Si *WILL* expresa una acción en futuro, *WOULD* implica una acción futura condicionada, ejemplos:

I *WILL* go to New York next Summer

(Iré a Nueva York el próximo verano)

I *WOULD* go to New York if I *could*

(Iría a Nueva York si pudiera)

*WOULDN'T* (údent) es la contracción de *would not*, ejemplo:

I *WOULDN'T* go there, if I *were* you

(Yo no iría ahí si yo fuera usted)

Al auxiliar *would*, lo mismo que a *will*, siempre le sigue un verbo en su forma original (*speak*, *go*, *come*, etc.) para formar el tiempo simple del potencial (*conditional simple*), ejemplos:

I *WOULD* *speak* (Yo hablaría)

He *WOULD* *go* (Él iría)

They *WOULD* *come* (Ellos vendrían)

We *WOULD* *buy* (Nosotros compraríamos)

He aquí las respuestas a las preguntas iniciadas con *would* en la gráfica anterior.

Observe la forma verbal en pasado después de *if* (*were*, *had*, *could*), que corresponde en español al pasado de subjuntivo.

Note asimismo la palabra *were* (y no *was*) inmediatamente después de *I*, dado que esta forma se refiere al subjuntivo y *was* al indicativo.

|                       |             |                   |             |
|-----------------------|-------------|-------------------|-------------|
| I <b>WOULD</b> visit  | Broadway    | if I <b>were</b>  | in New York |
| I <b>WOULD</b> buy    | a yacht     | if I <b>were</b>  | very rich   |
| I <b>WOULD</b> travel | to Florida  | if I <b>had</b>   | a car       |
| I <b>WOULD</b> stay   | two months  | if I <b>had</b>   | more time   |
| I <b>WOULD</b> go     | to Paris    | if I <b>had</b>   | more money  |
| I <b>WOULD</b> build  | a big house | if I <b>could</b> | do it       |

#### Traducción

Yo visitaría Broadway si estuviera en Nueva York

Yo compraría un yate si fuera muy rico

Yo viajaría a Florida si tuviera un auto

Me quedaría dos meses si tuviera más tiempo

Yo iría a París si tuviera más dinero

Yo construiría una casa grande si pudiera hacerlo

Advierta la posición de *WILL* y *WOULD* en las preguntas, así como el empleo de las palabras interrogativas *what*, *where*, *etc.*

Asimismo note la relación de *would* con *were*, *had* y *could*.

|          |              |     |                 |                                 |
|----------|--------------|-----|-----------------|---------------------------------|
| What     | <b>WILL</b>  | you | <i>do</i>       | tomorrow afternoon?             |
| What     | <b>WOULD</b> | you | <i>do</i>       | if you <i>were</i> in New York? |
| What     | <b>WILL</b>  | you | <i>buy</i>      | next month?                     |
| What     | <b>WOULD</b> | you | <i>buy</i>      | if you <i>were</i> very rich?   |
| Where    | <b>WILL</b>  | you | <i>travel</i>   | next Summer ?                   |
| Where    | <b>WOULD</b> | you | <i>travel</i>   | if you <i>had</i> a car?        |
| How long | <b>WILL</b>  | you | <i>stay</i>     | here this Summer?               |
| How long | <b>WOULD</b> | you | <i>stay</i>     | if you <i>had</i> more time?    |
| Where    | <b>WILL</b>  | you | <i>go</i>       | during your vacation?           |
| Where    | <b>WOULD</b> | you | <i>go</i>       | if you <i>had</i> more money?   |
| How      | <b>WILL</b>  | you | <i>build</i>    | the house next year?            |
| How      | <b>WOULD</b> | you | <i>build it</i> | if you <i>could</i> do it?      |

#### Traducción

¿Qué hará usted mañana por la tarde?

¿Qué haría usted si estuviera en Nueva York?

¿Qué comprará usted el mes próximo?

¿Qué compraría usted si fuera muy rico?

¿Dónde viajará usted el próximo verano?

¿Dónde viajaría usted si tuviera un auto?

¿Cuánto tiempo se quedará usted este verano?

¿Cuánto tiempo se quedaría usted si tuviera más tiempo?

¿A dónde irá usted durante sus vacaciones?

¿A dónde iría usted si tuviera más dinero?

¿Cómo construirá usted la casa el año próximo?

¿Cómo la construiría usted si pudiera hacerlo?

Comparemos ahora *WILL* con *WOULD* a fin de dar acceso a su perfecta asimilación, distinción y uso preciso. Observe la relación de *WILL* con *CAN* y *WOULD* con *COULD*.

|      |              |       |            |      |                           |
|------|--------------|-------|------------|------|---------------------------|
| I    | <i>WILL</i>  | go    | as soon as | I    | <i>can</i>                |
| I    | <i>WOULD</i> | go    | if         | I    | <i>could</i>              |
| They | <i>WILL</i>  | come  | as soon as | they | <i>can</i>                |
| They | <i>WOULD</i> | come  | if         | they | <i>could</i>              |
| He   | <i>WILL</i>  | eat   | as soon as | he   | arrives                   |
| He   | <i>WOULD</i> | eat   | if         | he   | <i>could</i> arrive early |
| We   | <i>WILL</i>  | rest  | as soon as | we   | finish                    |
| We   | <i>WOULD</i> | rest  | if         | we   | <i>could</i> finish early |
| You  | <i>WILL</i>  | leave | as soon as | you  | <i>can</i>                |
| You  | <i>WOULD</i> | leave | if         | you  | <i>could</i>              |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Traducción                                     |  |  |  |  |  |
| Yo <i>iré</i> tan pronto como pueda            |  |  |  |  |  |
| Yo <i>iría</i> si pudiera                      |  |  |  |  |  |
| Ellos <i>vendrán</i> tan pronto como puedan    |  |  |  |  |  |
| Ellos <i>vendrían</i> si pudieran              |  |  |  |  |  |
| Él <i>comerá</i> tan pronto como llegue        |  |  |  |  |  |
| Él <i>comería</i> si pudiera llegar temprano   |  |  |  |  |  |
| Descansaremos tan pronto como terminemos       |  |  |  |  |  |
| Descansaríamos si pudiéramos terminar temprano |  |  |  |  |  |
| Usted <i>saldrá</i> tan pronto como pueda      |  |  |  |  |  |
| Usted <i>saldría</i> si pudiera                |  |  |  |  |  |

## EMPLEO DEL GERUNDIO DESPUÉS DE PREPOSICIONES Y OTRAS PALABRAS

Debe utilizarse la forma "*ING*" (gerundio) y *no* el infinitivo, (to speak, to work, to say, etc.) después de las preposiciones y algunas otras palabras que se exponen en la gráfica siguiente:

|                          |             |                 |            |
|--------------------------|-------------|-----------------|------------|
| 1 Think twice            | BEFORE      | <i>speaking</i> |            |
| 2 You should rest        | AFTER       | <i>working</i>  |            |
| 3 He went away           | WITHOUT     | <i>saying</i>   | good-bye   |
| 4 Thank you              | FOR         | <i>coming</i>   |            |
| 5 She persisted          | IN          | <i>asking</i>   | questions  |
| 6 Please, close the door | ON          | <i>leaving</i>  |            |
| 7 They are experts       | AT          | <i>making</i>   | watches    |
| 8 Did they say anything  | ABOUT       | <i>buying</i>   | the house? |
| 9 He stays at home       | INSTEAD OF  | <i>going</i>    | to school  |
| 10 I finished my work    | IN SPITE OF | <i>feeling</i>  | tired      |
| 11 Read the newspaper    | WHILE       | <i>waiting</i>  |            |

|   |
|---|
| 1 Piense dos veces antes de hablar                |
| 2 Usted debería descansar después de trabajar     |
| 3 Él se fue sin decir adiós                       |
| 4 Gracias por haber venido                        |
| 5 Ella persistía en hacer preguntas               |
| 6 Por favor, cierre la puerta al salir            |
| 7 Ellos son expertos para hacer relojes           |
| 8 ¿Dijeron ellos algo acerca de comprar la casa?  |
| 9 Él se queda en casa en lugar de ir a la escuela |
| 10 Terminé mi trabajo a pesar de sentirme cansado |
| 11 Lea el periódico mientras espera               |

## EJERCICIOS

Llene los espacios en blanco con la palabra abajo indicada, que está entre paréntesis, cambiándola a la forma *ING* (gerundio). Traduzca después esas oraciones al castellano en forma oral.

- 1 He went home without \_\_\_\_\_ his work.  
(to finish)
- 2 She drinks coca-cola instead of \_\_\_\_\_ milk.  
(to drink)
- 3 Call me first before \_\_\_\_\_ to my house.  
(to go)
- 4 Don't forget to brush your teeth after \_\_\_\_\_.  
(to eat)
- 5 This book is for \_\_\_\_\_ English.  
(to learn)
- 6 My brother is very good at \_\_\_\_\_ chess.  
(to play)
- 7 She's very shy about \_\_\_\_\_.  
(to sing)
- 8 Be careful on \_\_\_\_\_ the bus.  
(to get off)
- 9 He came to school in spite of \_\_\_\_\_ sick.  
(to be)
- 10 My uncle is interested in \_\_\_\_\_ that house.  
(to buy)
- 11 Don't forget to write upon \_\_\_\_\_.  
(to arrive)
- 12 He worked yesterday without \_\_\_\_\_ anything.  
(to eat)
- 13 They dance while \_\_\_\_\_ to the radio.  
(to listen)
- 14 Wash your hands before \_\_\_\_\_.  
(to eat)
- 15 You can play base-ball after \_\_\_\_\_ your lesson.  
(to study)

## ORACIONES DE CLÁUSULA SUBORDINADA Y EL OBJECTIVE CASE

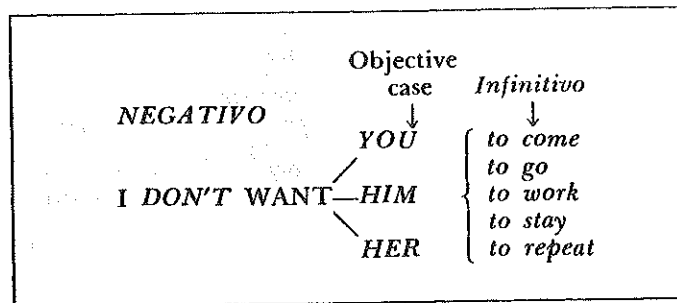
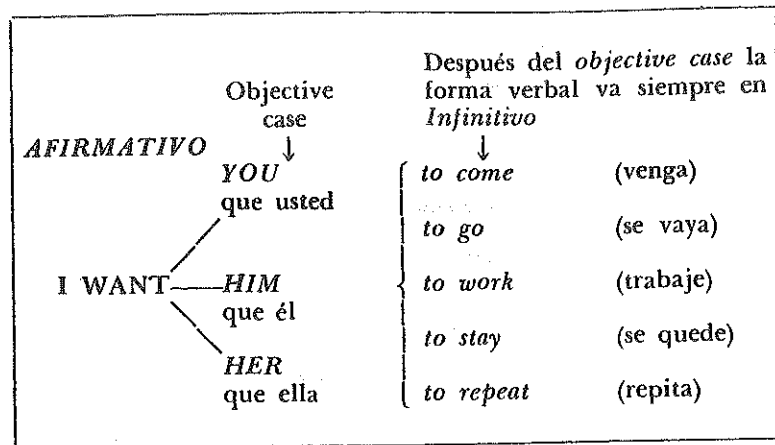
Comparase aquí varios grupos de oraciones ordenadas por pares, siendo las de abajo de cláusula subordinada.

Observemos cómo en ambas existe una forma verbal en infinitivo (to go, to speak, to work) que no se modifica en la cláusula subordinada donde se emplea el caso oblicuo de los pronombres personales o sea el *objective case*: *me, you, him, her, us, you, them*.

|              |      |             |            |
|--------------|------|-------------|------------|
| 1 He wants   |      | to go       | home       |
| 2 He wants   | ME   | to go       | home       |
| 3 I want     |      | to speak    | English    |
| 4 I want     | YOU  | to speak    | English    |
| 5 We want    |      | to work     | every day  |
| 6 We want    | HIM  | to work     | every day  |
| 7 They want  |      | to visit    | New York   |
| 8 They want  | HER  | to visit    | New York   |
| 9 She wants  |      | to buy      | a car      |
| 10 She wants | US   | to buy      | a car      |
| 11 He wants  |      | to practice | the lesson |
| 12 He wants  | YOU  | to practice | the lesson |
| 13 You want  |      | to stay     | in Mexico  |
| 14 You want  | THEM | to stay     | in Mexico  |

- 1 Él quiere ir a casa
- 2 Él quiere que yo vaya a casa
- 3 Yo quiero hablar inglés
- 4 Yo quiero que usted hable inglés
- 5 Queremos trabajar todos los días
- 6 Queremos que él trabaje todos los días
- 7 Ellos quieren visitar Nueva York
- 8 Ellos quieren que ella visite Nueva York
- 9 Ella quiere comprar un auto
- 10 Ella quiere que compremos un auto
- 11 Él quiere practicar la lección
- 12 Él quiere que ustedes practiquen la lección
- 13 Usted quiere quedarse en México
- 14 Usted quiere que ellos se queden en México.

## OBJECTIVE CASE



## EJERCICIOS

Cambie ambos diagramas al Pasado y construya algunas oraciones, tomando como guía los cuadros esquemáticos arriba expuestos. Téngase en mente que la cláusula subordinada no sufre variación alguna en el tránsito de Presente a Pasado. Ejemplos:

I wanted you to come (Yo quería que usted viniera)

I didn't want him to come (Yo no quería que él viniera)

## EJERCICIOS

I. Cambie las oraciones de cláusula subordinada al interrogativo y negativo. Ejemplos:

Does he want *me* to go home? (¿Quiere él que yo vaya a casa?)

He *doesn't* want *me* to go home (Él no quiere que yo vaya a casa)

II. Traduzca al inglés las siguientes oraciones:

- 1 ¿Qué quiere usted que yo haga?
- 2 ¿Qué quiere él que yo haga?
- 3 ¿Qué quiere usted que él haga?
- 4 ¿Qué quiere usted que hagamos?
- 5 Yo quiero que ellos vayan a la escuela
- 6 Yo no quiero que ellos vayan al cine
- 7 ¿Dónde quiere usted que ella vaya?
- 8 ¿Dónde quiere él que vayamos?
- 9 ¿Cuándo quiere usted que yo venga?
- 10 ¿Cuándo quiere él que vengamos?
- 11 ¿Cuándo quieren ellos que ella venga?
- 12 Ella quiere que él venga mañana
- 13 Ella no quiere que él venga mañana
- 14 ¿A qué hora quiere usted que lo vea mañana?
- 15 ¿Por qué quiere tu padre que aprendas inglés?
- 16 ¿Cómo quiere ella que manejes el auto?
- 17 Ella quiere que yo maneje despacio
- 18 ¿Cuánto quiere usted que compremos?
- 19 ¿Cuánto tiempo quiere usted que yo lo espere?
- 20 ¿Cuántas manzanas quiere el médico que yo coma?

Obsérvese cómo en la cláusula subordinada el infinitivo *to go* no sufre mutación alguna al pasar el verbo principal *WANT* de Presente a Pasado y que tampoco se modifica al emplear distintos casos oblicuos: *me, you, us, etc.*

En cambio dicho infinitivo (*to go*) corresponde en castellano al presente de subjuntivo (*vaya*) y al pasado de subjuntivo (*fuera*).

| <i>Presente</i> |                        |            | } TO GO |
|-----------------|------------------------|------------|---------|
| 1               | I want                 | <i>you</i> |         |
| 2               | Do you want            | <i>me</i>  |         |
| 3               | He <i>doesn't</i> want | <i>us</i>  |         |
| <i>Pasado</i>   |                        |            |         |
| 4               | I wanted               | <i>you</i> |         |
| 5               | Did you want           | <i>me</i>  |         |
| 6               | He <i>didn't</i> want  | <i>us</i>  |         |

---

|   |  |
|---|--|
| 1 | Yo quiero que tú te vayas              |
| 2 | ¿Quiere usted que yo me vaya?          |
| 3 | Él no quiere que nosotros nos vayamos  |
| 4 | Yo quería que tú te fueras             |
| 5 | ¿Quería usted que yo me fuera?         |
| 6 | Él no quería que nosotros nos fuéramos |

### EJERCICIOS

Construya otras oraciones sustituyendo *to go* por *to come, to study, to walk, to read, to write, to remember, to sleep y to understand.*

Compárase aquí varios grupos de oraciones en Pasado ordenadas por pares, siendo las de abajo de cláusula subordinada. Observemos en esas donde se emplean los casos oblicuos (*me, you him, etc.*) que a pesar de que el verbo principal *WANTED* está en pasado, la forma verbal subordinada (*to speak*) se mantiene en infinitivo, al igual que en las oraciones de arriba.

|    |      |        |                    |            |
|----|------|--------|--------------------|------------|
| 1  | He   | wanted | <i>to go</i>       | home       |
| 2  | He   | wanted | <i>ME</i>          | home       |
| 3  | I    | wanted | <i>to speak</i>    | English    |
| 4  | I    | wanted | <i>YOU</i>         | English    |
| 5  | We   | wanted | <i>to work</i>     | every day  |
| 6  | We   | wanted | <i>HIM</i>         | every day  |
| 7  | They | wanted | <i>to visit</i>    | New York   |
| 8  | They | wanted | <i>HER</i>         | New York   |
| 9  | She  | wanted | <i>to buy</i>      | a car      |
| 10 | She  | wanted | <i>US</i>          | a car      |
| 11 | He   | wanted | <i>to practice</i> | the lesson |
| 12 | He   | wanted | <i>YOU</i>         | the lesson |
| 13 | You  | wanted | <i>to stay</i>     | in Mexico  |
| 14 | You  | wanted | <i>THEM</i>        | in Mexico  |

- 1 Él quería ir a casa
- 2 Él quería que yo fuera a casa
- 3 Yo quería hablar inglés
- 4 Yo quería que usted hablara inglés
- 5 Queríamos trabajar todos los días
- 6 Queríamos que él trabajara todos los días
- 7 Ellos querían visitar Nueva York
- 8 Ellos querían que ella visitara Nueva York
- 9 Ella quería comprar un auto
- 10 Ella quería que compráramos un auto
- 11 Él quería practicar la lección
- 12 Él quería que ustedes practicaran la lección
- 13 Usted quería quedarse en México
- 14 Usted quería que ellos se quedaran en México

Observe que en inglés la palabra "que" (that) es omitida al emplear el *objective case* en verbos como *want, ask, tell, etc.*

También advierta que el cambio de Presente a Pasado del verbo principal (*want - wanted*) no afecta a la forma verbal subordinada (*to go*).

| Presente                       | Objective case<br>↓<br>YOU<br>HIM<br>HER<br>US<br>THEM | Después del <i>objective case</i> la forma verbal en infinitivo<br>↓<br>TO GO<br>vaya(mos) (n) |
|--------------------------------|--|--|
| <i>I want</i><br>(yo quiero)   |  |  |
| Pasado                         | Objective case<br>↓<br>YOU<br>HIM<br>HER<br>US<br>THEM | Infinitivo<br>↓<br>TO GO<br>fuera(mos) (n)   |
| <i>I wanted</i><br>(yo quería) |  |  |

## EJERCICIOS

Haga oraciones utilizando los *objective pronouns* (you, him, her, etc.), sustituyendo en ambas gráficas *want* y *wanted* por *ask - asked* (pedir - pidió), *tell - told* (decir - dijo), *expect - expected* (esperar - esperaba), *advise - advised* (aconsejar - aconsejó), *force - forced* (obligar - obligó) y *order - ordered* (ordenar - ordenó). Ejemplos:

I ask him to go (Yo le pido a él que se vaya)  
I asked him to go (Yo le pedí a él que se fuera)

I tell them to go (Yo les digo a ellos que se vayan)  
I told them to go (Yo les dije a ellos que se fueran)

## EJERCICIOS

I. Cambie las oraciones de la cláusula subordinada a las formas interrogativa y negativa. Ejemplos:

*Did he want me to go home?* (¿Quería él que yo fuera a casa?)

He *didn't* want me to go home (Él no quería que yo fuera a casa)

II. Traduzca al inglés las siguientes oraciones.

- 1 ¿Qué quería usted que yo hiciera?
- 2 ¿Qué quería él que yo hiciera?
- 3 ¿Qué quería usted que él hiciera?
- 4 ¿Qué quería usted que hiciéramos?
- 5 Yo quería que ellos fueran a la escuela
- 6 Yo no quería que ellos fueran al cine
- 7 ¿Dónde quería usted que ella fuera?
- 8 ¿Dónde quería él que fuéramos?
- 9 ¿Cuándo quería usted que yo viniera?
- 10 ¿Cuándo quería él que viniéramos?
- 11 ¿Cuándo querían ellos que ella viniera?
- 12 Ella quería que él viniera la semana pasada
- 13 Ella no quería que él viniera ayer
- 14 ¿A qué hora quería usted que yo lo viera ayer?
- 15 ¿Por qué quería tu padre que aprendieras inglés?
- 16 ¿Cómo quería ella que tú manejaras el auto?
- 17 Ella quería que yo manejara despacio
- 18 ¿Cuánto quería usted que compráramos?
- 19 ¿Cuánto tiempo quería usted que yo lo esperara?
- 20 ¿Cuántas manzanas quería el médico que yo comiera?

VERBOS QUE DESPUÉS DEL *OBJECTIVE CASE* EMPLEAN  
EL INFINITIVO EN LA CLÁUSULA SUBORDINADA

Léanse estas oraciones en voz alta.

|               |      |              |                      |
|---------------|------|--------------|----------------------|
| He EXPECTS    | me   | to come      | tomorrow             |
| I ORDERED     | you  | to go        | home                 |
| I ASKED       | him  | to study     | every day            |
| I INVITED     | her  | to go        | down-town            |
| I WANT        | you  | to call      | me this afternoon    |
| I TOLD        | you  | to wait for  | me here              |
| I ADVISE      | you  | to send      | me the packages home |
| We WANTED     | them | to bring     | us many presents     |
| She ASKED     | him  | to write     | the letters now      |
| He PERMITTED  | us   | to wait      | in the lobby         |
| Robert FORCED | us   | to come back | to Chicago           |

Traducción

El espera que yo venga mañana  
Te ordené que fueras a casa  
Le pedí a él que estudiara todos los días  
La invité a ir al centro  
Quiero que usted me llame esta tarde  
Te dije que me esperaras aquí  
Te aconsejo que me envíes los paquetes a casa  
Queríamos que ellos nos trajeran muchos regalos  
Ella le pidió a él que escribiera las cartas ahora  
Él nos permitió que esperáramos en el vestíbulo  
Roberto nos obligó a regresar a Chicago

EJERCICIOS

Haga negativa la cláusula subordinada en cada una de las oraciones de la gráfica. Para ese efecto empléese la partícula NOT delante del *infinitivo*, ejemplos:

He expects me NOT *to come* tomorrow  
(Él espera que yo no venga mañana)

I ordered you NOT *to go* home  
(Te ordené que no fueras a casa)

DIAGRAMA DEL MODO IMPERATIVO CON LOS  
*OBJECTIVE PRONOUNS*

Observe que también después de la forma imperativa *tell him* (dígame a él), *tell her* (dígame a ella), etc. se emplea el *infinitivo* en la cláusula subordinada.

| Objective<br>Pronouns            | ↓ | Infinitivo |                  |
|----------------------------------|---|------------|------------------|
| TELL —<br>HIM<br>— HER<br>— THEM |   | to come    | (que venga(n))   |
|                                  |   | to go      | (que se vaya(n)) |
|                                  |   | to wait    | (que esperen)    |
|                                  |   | to work    | (que trabaje(n)) |
|                                  |   | to come in | (que entre(n))   |
|                                  |   | to go out  | (que salgan)     |

EJERCICIOS

Tomando como guía este diagrama construya oraciones con la cláusula subordinada negativa (*not to come* = que no venga). Ejemplos:

Tell him NOT *to come* tomorrow (Dile a él que no venga mañana)

## LOS OBJECTIVE PRONOUNS EMPLEADOS COMO COMPLEMENTO INDIRECTO

Observe en estas gráficas los *objective pronouns* (me, him, her, etc.) como complemento indirecto.

|                     |      |                       |
|---------------------|------|-----------------------|
| TELL Robert TO HELP | me   | (que me ayude)        |
|                     | him  | (que lo ayude a él)   |
|                     | her  | (que la ayude a ella) |
|                     | us   | (que nos ayude)       |
|                     | them | (que los ayude)       |

|                            |          |                        |
|----------------------------|----------|------------------------|
| Objective<br>Pronouns<br>↓ |          |                        |
| TELL the boy TO WAIT       | for me   | (que me espere)        |
|                            | for you  | (que te espere)        |
|                            | for him  | (que lo espere a él)   |
|                            | for her  | (que la espere a ella) |
|                            | for us   | (que nos espere)       |
|                            | for them | (que los espere)       |

## EJERCICIOS

Cambie las oraciones de ambos diagramas al Imperativo plural o colectivo, es decir, aquél en que uno mismo se incluye en la orden o sugerencia. Ejemplos:

Let's tell Robert to help me  
(digámosle a Robert que me ayude)

Let's tell the boy to wait for me  
(digámosle al muchacho que me espere)

## EJERCICIOS SUPLEMENTARIOS CON EL MODO IMPERATIVO

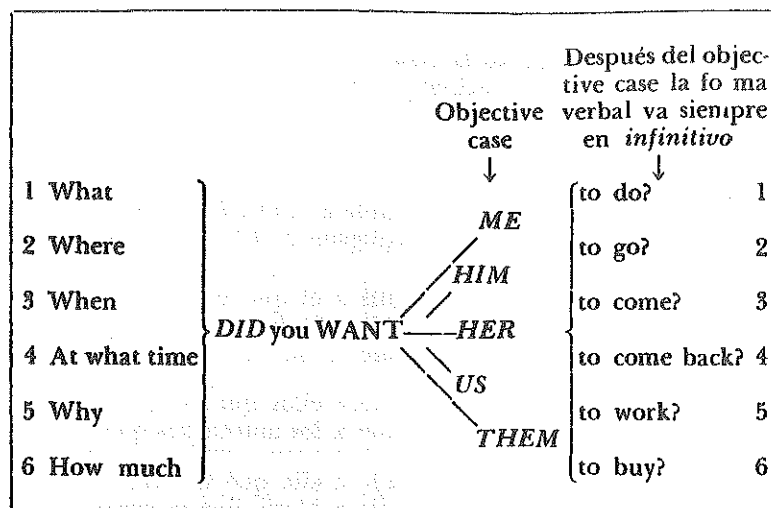
Léanse estas oraciones en voz alta y después:

- 1) cambie al negativo la cláusula subordinada
- 2) cambie dichas oraciones a la forma plural o colectiva.

### Ejemplos ilustrativos

|  |                            |
|--|----------------------------|
| Tell him to come                           |                            |
| 1) Tell him <i>not</i> to come             | (dile a él que no venga)   |
| 2) Let's tell him to come                  | (digámosle a él que venga) |
| Tell <i>him</i> to come                    |                            |
| Tell <i>Robert</i> to come                 |                            |
| Tell <i>the boy</i> to come                |                            |
| Tell <i>them</i> to come                   |                            |
| Tell <i>the boys</i> to come               |                            |
| Tell <i>her</i> to go                      |                            |
| Tell <i>Mary</i> to go                     |                            |
| Tell <i>the girl</i> to go                 |                            |
| Tell <i>her</i> to go home                 |                            |
| Tell <i>Mary</i> to go to school           |                            |
| Tell <i>him</i> to go down-town            |                            |
| Tell <i>him</i> to wait                    |                            |
| Tell <i>him</i> to wait for me             |                            |
| Tell <i>him</i> to wait for us             |                            |
| Tell <i>him</i> to wait for <i>her</i>     |                            |
| Tell <i>him</i> to wait for <i>them</i>    |                            |
| Tell <i>her</i> to wait for <i>him</i>     |                            |
| Tell <i>her</i> to wait for <i>Robert</i>  |                            |
| Tell <i>her</i> to wait for <i>the boy</i> |                            |
| Tell <i>Mary</i> to wait for <i>Robert</i> |                            |
| Tell <i>them</i> to work                   |                            |
| Tell <i>the boys</i> to work               |                            |
| Tell <i>her</i> to come in                 |                            |
| Tell <i>him</i> to come in                 |                            |
| Tell <i>him</i> to go out                  |                            |
| Tell <i>them</i> to go out                 |                            |

## CUADRO ESQUEMÁTICO DEL OBJECTIVE CASE CON LAS PALABRAS INTERROGATIVAS



## EJERCICIOS

Tomando como guía este diagrama, fórmense otras oraciones con cada una de las palabras interrogativas, sustituyendo *want* por *tell* (decir), *ask* (pedir), *order* (ordenar) y *advise* (aconsejar). Ejemplos:

- What did you tell me to do? (¿Qué me dijo usted que hiciera?)  
 What did you ask me to do? (¿Qué me pidió usted que hiciera?)  
 What did you order me to do? (¿Qué me ordenó usted que hiciera?)  
 What did you advise me to do? (¿Qué me aconsejó Ud. que hiciera?)
- Where did you tell me to go? (¿Dónde me dijo usted que fuera?)  
 Where did you ask me to go? (¿Dónde me pidió Ud. que fuera?)  
 Where did you order me to go? (¿Dónde me ordenó Ud. que fuera?)  
 Where did you advise me to go? (¿Dónde me aconsejó Ud. que fuera?)

## PARTES PRINCIPALES DE LOS VERBOS IRREGULARES

CLASE 1. Seleccionemos primeramente aquéllos con idénticas formas en el Pasado y Participio. Observe los grupos verbales mnemotécnicamente clasificados.

| Infinitivo    | Pasado     | Participio | Infinitivo               |
|---------------|------------|------------|--------------------------|
| to buy        | BOUGHT     | BOUGHT     | comprar                  |
| to bring      | BROUGHT    | BROUGHT    | traer                    |
| to think      | THOUGHT    | THOUGHT    | pensar, creer            |
| to seek       | SOUGHT     | SOUGHT     | buscar                   |
| to fight      | FOUGHT     | FOUGHT     | combatir, pelear         |
| to catch      | CAUGHT     | CAUGHT     | agarrar, coger           |
| to teach      | TAUGHT     | TAUGHT     | enseñar                  |
| to sleep      | SLEPT      | SLEPT      | dormir                   |
| to keep       | KEPT       | KEPT       | guardar, conservar       |
| to sweep      | SWEPT      | SWEPT      | barrer                   |
| to feel       | FELT       | FELT       | sentir                   |
| to leave      | LEFT       | LEFT       | dejar, salir, marcharse  |
| to meet       | MET        | MET        | encontrarse, conocer     |
| to send       | SENT       | SENT       | enviar, mandar           |
| to spend      | SPENT      | SPENT      | gastar (dinero o tiempo) |
| to lend       | LENT       | LENT       | prestar                  |
| to build      | BUILT      | BUILT      | edificar, construir      |
| to tell       | TOLD       | TOLD       | decir, contar, relatar   |
| to sell       | SOLD       | SOLD       | vender                   |
| to say        | SAID       | SAID       | decir                    |
| to pay        | PAID       | PAID       | pagar                    |
| to lay        | LAI        | LAI        | colocar, poner huevos    |
| to stand      | STOOD      | STOOD      | ponerse de pie, quedarse |
| to understand | UNDERSTOOD | UNDERSTOOD | entender, comprender     |
| to read       | READ       | READ       | leer                     |
| to hear       | HEARD      | HEARD      | oir                      |
| to win        | WON        | WON        | ganar (torneo, apuesta)  |
| to shine      | SHONE      | SHONE      | brillar                  |
| to have       | HAD        | HAD        | haber, tener             |
| to make       | MADE       | MADE       | hacer, manufacturar      |

| <i>Infinitivo</i> | <i>Pasado</i> | <i>Participio</i> | <i>Infinitivo</i>   |
|-------------------|---------------|-------------------|---------------------|
| to hang           | HUNG          | HUNG              | colgar              |
| to swing          | SWUNG         | SWUNG             | balancear, mecer    |
| to sit            | SAT           | SAT               | sentarse            |
| to lose           | LOST          | LOST              | perder              |
| to shoot          | SHOT          | SHOT              | disparar            |
| to find           | FOUND         | FOUND             | encontrar           |
| to hold           | HELD          | HELD              | sostener, estrechar |
| to wake           | WOKE          | WOKE              | despertar (se)      |

CLASE 2. Con formas diferentes en el Infinitivo, Pasado y Participio. Observe los grupos verbales mnemotécnicamente clasificados.

| <i>Infinitivo</i> | <i>Pasado</i> | <i>Participio</i>    | <i>Infinitivo</i>          |
|-------------------|---------------|----------------------|----------------------------|
| to speak          | SPOKE         | SPOKEN (spóuken)     | hablar                     |
| to break          | BROKE         | BROKEN (bróuken)     | romper                     |
| to steal          | STOLE         | STOLEN (stóulen)     | robar                      |
| to freeze         | FROZE         | FROZEN (fróusen)     | congelar, helar            |
| to choose         | CHOSE         | CHOSEN (chóusen)     | escoger                    |
| to write          | WROTE         | WRITTEN (riten)      | escribir                   |
| to drive          | DROVE         | DRIVEN (dríven)      | manejar                    |
| to ride           | RODE          | RIDDEN (ríden)       | montar, pasear en vehículo |
| to rise           | ROSE          | RISEN (rísen)        | levantarse                 |
| to drink          | DRANK         | DRUNK (dronc)        | beber                      |
| to begin          | BEGAN         | BEGUN (bigón)        | empezar, comenzar          |
| to swim           | SWAM          | SWUM (suóm)          | nadar                      |
| to sing           | SANG          | SUNG (song)          | cantar                     |
| to sink           | SANK          | SUNK (sonc)          | hundir(se)                 |
| to shrink         | SHRANK        | SHRUNK (shronc)      | encoger                    |
| to ring           | RANG          | RUNG (rong)          | sonar (campana, timbre)    |
| to run            | RAN           | RUN (ron)            | correr                     |
| to know           | KNEW          | KNOWN (nóun)         | conocer, saber             |
| to grow           | GREW          | GROWN (gróun)        | crecer                     |
| to throw          | THREW         | THROWN (zróun)       | arrojar, lanzar            |
| to blow           | BLEW          | BLOWN (blóun)        | soplar                     |
| to fly            | FLEW          | FLOWN (flóun)        | volar                      |
| to give           | GAVE          | GIVEN (guíven)       | dar, donar                 |
| to forgive        | FORGAVE       | FORGIVEN (forguíven) | perdonar                   |
| to forbid         | FORBIDE       | FORBIDDEN (forbíden) | prohibir                   |

| <i>Infinitivo</i> | <i>Pasado</i> | <i>Participio</i>    | <i>Infinitivo</i>        |
|-------------------|---------------|----------------------|--------------------------|
| to take           | TOOK          | TAKEN (téiken)       | tomar, llevar            |
| to mistake        | MISTOOK       | MISTAKEN (mistéiken) | confundir, equivocar     |
| to shake          | SHOOK         | SHAKEN (shéiken)     | sacudir, agitar          |
| to get            | GOT           | GOT o GOTTEN (góten) | conseguir, obtener       |
| to forget         | FORGOT        | FORGOTTEN (forgóten) | olvidar                  |
| to wear           | WORE          | WORN (uórn)          | usar (de llevar puesto)  |
| to tear           | TORE          | TORN (torn)          | desgarrar, romper rasgar |
| to come           | CAME          | COME (com)           | venir                    |
| to become         | BECAME        | BECOME (bicóm)       | llegar a ser             |
| to do             | DID           | DONE (don)           | hacer                    |
| to go             | WENT          | GONE (gon)           | ir                       |
| to be             | WAS, WERE     | BEEEN (bin)          | ser o estar              |
| to see            | SAW           | SEEN (sin)           | ver                      |
| to eat            | ATE           | EATEN (íten)         | comer                    |
| to fall           | FELL          | FALLEN (fólen)       | caer                     |

CLASE 3. Con idénticas formas en las tres partes principales.

| <i>Infinitivo</i> | <i>Pasado</i> | <i>Participio</i> | <i>Infinitivo</i>     |
|-------------------|---------------|-------------------|-----------------------|
| to put            | PUT           | PUT (put)         | poner                 |
| to let            | LET           | LET (let)         | dejar, permitir       |
| to cost           | COST          | COST (cost)       | costar                |
| to cut            | CUT           | CUT (cot)         | cortar                |
| to shut           | SHUT          | SHUT (shot)       | cerrar                |
| to hit            | HIT           | HIT (jit)         | pegar, golpear        |
| to quit           | QUIT          | QUIT (cuít)       | dejar de, renunciar a |
| to spit           | SPIT          | SPIT (spít)       | escupir               |
| to split          | SPLIT         | SPLIT (splít)     | dividir, partir       |

| Infinitivo | Pasado | Participio     | Infinitivo                |
|------------|--------|----------------|---------------------------|
| to wet     | WET    | WET (uét)      | mojar, humedecer          |
| to bet     | BET    | BET (bet)      | apostar                   |
| to set     | SET    | SET (set)      | fijar, poner, sentar      |
| to upset   | UPSET  | UPSET (opaét)  | trastornar, volcar        |
| to spread  | SPREAD | SPREAD (spréd) | extender, desplegar       |
| to sweat   | SWEAT  | SWEAT (suét)   | sudar                     |
| to beat    | BEAT   | BEAT (biit)    | batir, golpear, vencer    |
| to hurt    | HURT   | HURT (jert)    | lastimar, lesionar, herir |

NOTA: Para una completa y más amplia documentación sobre los verbos irregulares y sus partes principales, usted puede consultar el libro *MANUAL COMPLETO DE LOS VERBOS EN INGLÉS*, cuya obra es también del mismo autor y publicada por Passport Books.

## EL EMPLEO DE TO HAVE EN LA FORMACIÓN DE LOS TIEMPOS COMPUESTOS

*TO HAVE* (haber) es el auxiliar de los tiempos compuestos o perfectos, tales como:

*Preterito Perfecto* (antepresente): I *have spoken* = yo he hablado

*Pret. Pluscuamperfecto* (antecopretérito): I *had spoken* = yo había [hablado]

*Futuro Perfecto* (antefuturo): I *will have spoken* = yo habré ha- [blado]

*Potencial Compuesto* (antepospretérito): I *would have spoken* = [yo habría hablado]

En dichos tiempos *HAVE* va *siempre* seguido de una forma verbal en Participio: *spoken* (hablado), *seen* (visto), *eaten* (comido), *written* (escrito) *been* (sido o estado), *driven* (manejado), etc., ejemplo:

| Participios |         |     |                   |
|-------------|---------|-----|-------------------|
| I HAVE      | spoken  | (1) | Yo he hablado (1) |
|             | eaten   | (2) | Yo he comido (2)  |
|             | written | (3) | Yo he escrito (3) |

Veamos ahora el Antepresente con todos los pronombres personales y notemos la modificación que sufre el auxiliar *have* en las terceras personas (he, she, it) cambiándose a *has*.

|      |      |         |                             |
|------|------|---------|-----------------------------|
| I    | have | } EATEN | Yo he comido                |
| You  | have |         | Usted ha comido             |
| He   | has  |         | Él ha comido                |
| She  | has  |         | Ella ha comido              |
| It   | has  |         | Ello ha comido (impersonal) |
| We   | have | }       | Nosotros hemos comido       |
| You  | have |         | Ustedes han comido          |
| They | have |         | Ellos han comido            |

Observe las formas contraídas del afirmativo.

|                |        |      |              |       |     |
|----------------|--------|------|--------------|-------|-----|
| I'VE (áiv)     | = I    | have | He'S (jis)   | = He  | has |
| You'VE (iúv)   | = You  | have | She'S (shis) | = She | has |
| We'VE (úiv)    | = We   | have | It'S (its)   | = It  | has |
| They'VE (déiv) | = They | have |              |       |     |

Ahora veámoslas con diferentes participios en estos ejemplos ilustrativos.

|         |          |                       |
|---------|----------|-----------------------|
| I've    | worked   | (he trabajado)        |
| You've  | traveled | (Usted ha viajado)    |
| We've   | talked   | (hemos platicado)     |
| They've | finished | (ellos han terminado) |

|       |         |                   |
|-------|---------|-------------------|
| He's  | gone    | (él se ha ido)    |
| She's | written | (ella ha escrito) |
| It's  | rained  | (ha llovido)      |

La partícula NOT después del auxiliar (*have* o *has*) constituye la forma negativa del Antepresente y cuyas contracciones son **HAVEN'T** (*have not*) o **HASN'T** (*has not*), ejemplos:

|    |                |         |                    |
|----|----------------|---------|--------------------|
| I  | <b>HAVEN'T</b> | eaten   | = No he comido     |
| He | <b>HASN'T</b>  | written | = Él no ha escrito |

En el interrogativo el auxiliar (*have* o *has*) se antepone al sujeto o pronombre personal:

|             |     |          |                     |
|-------------|-----|----------|---------------------|
| <b>HAVE</b> | you | eaten?   | = ¿Ha comido usted? |
| <b>HAS</b>  | he  | written? | = ¿Ha escrito él?   |

Las palabras interrogativas *what*, *where*, *how much*, etc. preceden, a su vez, al auxiliar:

|                 |             |      |          |                             |
|-----------------|-------------|------|----------|-----------------------------|
| <b>What</b>     | <b>HAVE</b> | you  | eaten?   | = ¿Qué ha comido usted?     |
| <b>What</b>     | <b>HAS</b>  | she  | written? | = ¿Qué ha escrito ella?     |
| <b>Where</b>    | <b>HAVE</b> | they | gone?    | = ¿Dónde han ido ellos?     |
| <b>How much</b> | <b>HAS</b>  | she  | bought?  | = ¿Cuánto ha comprado ella? |

## EJERCICIOS

I. Cambie las siguientes oraciones a las formas interrogativa y negativa. Ejemplos:

MODELO: You have been in New York  
(Usted ha estado en Nueva York)

Interrog: Have you been in New York?  
(¿Ha estado usted en Nueva York?)

Negativo: You haven't been in New York  
(Usted no ha estado en Nueva York)

- 1 They have studied the lesson
- 2 He has written his name and address
- 3 The children have eaten oranges
- 4 Alice has gone to school
- 5 The train has arrived on time
- 6 The boys have left already
- 7 You have read this book
- 8 Paul has bought a new car
- 9 John has spoken to Robert about business
- 10 Henry has seen a good picture
- 11 You have heard people talk about children
- 12 They have brought the merchandise
- 13 He has come home
- 14 Mary has answered the telephone
- 15 You have told me the truth
- 16 Frank has finished his work
- 17 The girl has done her home-work
- 18 The woman has washed the clothes
- 19 Mother has cooked dinner
- 20 The students have practiced English.

II. Cambie al Pretérito Perfecto (antepresente) las siguientes oraciones a continuación aparecen aquí en tiempo presente. Ejemplos:

Presente: I am in Mexico City  
(Yo estoy en la ciudad de México)

Antepres: I *have been* in Mexico City  
(He estado en la ciudad de México)

Presente: He speaks to me in English  
(Él me habla en inglés)

Antepres: He *has spoken* to me in English  
(Él me ha hablado en inglés)

Presente: We live in Los Angeles  
(Vivimos en Los Angeles)

Antepres: We *have lived* in Los Angeles  
(Hemos vividos en Los Angeles)

- 1 She writes many letters to her family
- 2 They read their books in school
- 3 I eat chicken salad at home
- 4 We see cow-boy films in the movies
- 5 He walks in the park during Spring
- 6 Dr. Davis speaks at the medical convention
- 7 Mother buys many presents during Christmas time
- 8 They work in Chicago
- 9 I do my work quickly
- 10 He sends the packages to the hotel
- 11 Mary spends too much money
- 12 They bring the merchandise from Japan
- 13 I find interesting things in the markets
- 14 The children go to the country
- 15 The students come to class on time
- 16 The boys play base-ball after school
- 17 Henry leaves for Acapulco by car
- 18 The teacher tells us to come to school on time
- 19 I listen to the radio at night
- 20 We meet many friends on the street
- 21 He understands the lesson very well
- 22 They forget to bring their books to class
- 23 Frank gets good commissions in that firm
- 24 I feel cold in the morning
- 25 They swim in the river
- 26 The children run in the yard
- 27 The girls sing in the school
- 28 I often sleep in hotels
- 29 The girls set the table carefully
- 30 Mary puts the clothes on her bed

Observe la posición de las palabras: *ever, never, always, seldom, often, sometimes* y *hardly* con el empleo del auxiliar HAVE.

| Participios                                  |                  |                |
|--|------------------|----------------|
| Have you <i>EVER</i>                         | <i>been</i>      | in New York?   |
|  | <i>spoken</i>    | at a meeting?  |
|  | <i>seen</i>      | a giraffe?     |
|  | <i>eaten</i>     | caviar?        |
|  | <i>bought</i>    | pencils?       |
|  | <i>read</i>      | this book?     |
|  | <i>ridden</i>    | on horse-back? |
|  | <i>driven</i>    | a car?         |
|  | <i>practiced</i> | English?       |
| Traducción                                   |                  |                |
| ¿Ha estado usted alguna vez en Nueva York?   |                  |                |
| ¿Ha hablado usted alguna vez en una reunión? |                  |                |
| ¿Ha visto usted alguna vez una jirafa?       |                  |                |
| ¿Ha comido usted alguna vez caviar?          |                  |                |
| ¿Ha comprado usted alguna vez lápices?       |                  |                |
| ¿Ha leído usted alguna vez este libro?       |                  |                |
| ¿Ha montado usted alguna vez a caballo?      |                  |                |
| ¿Ha manejado usted alguna vez un auto?       |                  |                |
| ¿Ha practicado usted alguna vez inglés?      |                  |                |

|                  |           | Participios |               |
|------------------|-----------|-------------|---------------|
| I've<br>(I have) | NEVER     | been        | in New York   |
|                  | ALWAYS    | spoken      | at a meeting  |
|                  | SELDOM    | seen        | a giraffe     |
|                  | OFTEN     | eaten       | caviar        |
|                  | SOMETIMES | bought      | pencils       |
|                  | HARDLY    | read        | this book     |
|                  |           | ridden      | on horse-back |
|                  |           | driven      | a car         |
|                  |           | practiced   | English       |

|                                    |           |       |            |
|------------------------------------|-----------|-------|------------|
| I've                               | NEVER     | eaten | caviar     |
| I've                               | ALWAYS    | eaten | potatoes   |
| I've                               | SELDOM    | eaten | oysters    |
| I've                               | OFTEN     | eaten | beef-steak |
| I've                               | SOMETIMES | eaten | chicken    |
| I've                               | HARDLY    | eaten | mushrooms  |
| Traducción                         |           |       |            |
| Yo NUNCA he comido caviar          |           |       |            |
| Yo SIEMPRE he comido papas         |           |       |            |
| Yo RARA VEZ he comido ostiones     |           |       |            |
| Yo FRECUENTEMENTE he comido bistec |           |       |            |
| Yo ALGUNAS VECES he comido pollo   |           |       |            |
| Yo APENAS he comido hongos         |           |       |            |

## EJERCICIOS

- I. Haga que alguien le dicte las oraciones en castellano del primer diagrama, para que usted las traduzca por escrito al inglés. Rectifíquelas después con la ayuda de su texto.
- II. Guiándose por el segundo diagrama, construya oraciones empleando con cada adverbio los participios adecuados. Ejemplo:  
 NEVER: I've *never* been in New York  
 I've *never* spoken at a meeting  
 I've *never* seen a giraffe, etc.  
 ALWAYS: I've *always* spoken at meeting  
 I've *always* practiced English, etc.
- III. Con la ayuda del segundo diagrama conteste las preguntas del primero. Ejemplo:  
 Have you *ever* been in New York?  
 Yes, I've *often* been in New York
- IV. Haga que le dicten las oraciones en castellano del tercer diagrama y tradúzcalas oralmente al inglés.

## EMPLEO DE LOS AUXILIARES EN LAS RESPUESTAS BREVES

Observe el uso de los auxiliares para responder brevemente en forma afirmativa o negativa.

Note, asimismo, que el auxiliar empleado en la pregunta es el mismo que la contesta, ya sea afirmativa o negativamente.

| Preguntas     |  | Respuestas Breves     |                         |
|---------------|--|-----------------------|-------------------------|
|               |  | Afirmativas           | Negativas               |
| <b>DOES</b>   | Mr. Lopez <i>speaks</i> English?       | Yes, he <b>DOES</b>   | No, he <b>DOESN'T</b>   |
| <b>DID</b>    | Mr. Lopez <i>spoke</i> English?        | Yes, he <b>DID</b>    | No, he <b>DIDN'T</b>    |
| <b>WILL</b>   | Mr. Lopez <i>will speak</i> English?   | Yes, he <b>WILL</b>   | No, he <b>WON'T</b>     |
| <b>WOULD</b>  | Mr. Lopez <i>would speak</i> English?  | Yes, he <b>WOULD</b>  | No, he <b>WOULDN'T</b>  |
| <b>CAN</b>    | Mr. Lopez <i>can speak</i> English?    | Yes, he <b>CAN</b>    | No, he <b>CAN'T</b>     |
| <b>COULD</b>  | Mr. Lopez <i>could speak</i> English?  | Yes, he <b>COULD</b>  | No, he <b>COULDN'T</b>  |
| <b>MAY</b>    | Mr. Lopez <i>may speak</i> English?    | Yes, he <b>MAY</b>    | No, he <b>MAY NOT</b>   |
| <b>MIGHT</b>  | Mr. Lopez <i>might speak</i> English?  | Yes, he <b>MIGHT</b>  | No, he <b>MIGHT NOT</b> |
| <b>MUST</b>   | Mr. Lopez <i>must speak</i> English?   | Yes, he <b>MUST</b>   | No, he <b>MUSTN'T</b>   |
| <b>SHOULD</b> | Mr. Lopez <i>should speak</i> English? | Yes, he <b>SHOULD</b> | No, he <b>SHOULDN'T</b> |

|            |                                    |                    |                      |
|------------|------------------------------------|--------------------|----------------------|
| <b>IS</b>  | Mr. Lopez <i>speaking</i> English? | Yes, he <b>IS</b>  | No, he <b>ISN'T</b>  |
| <b>WAS</b> | Mr. Lopez <i>speaking</i> English? | Yes, he <b>WAS</b> | No, he <b>WASN'T</b> |
| <b>HAS</b> | Mr. Lopez <i>spoken</i> English?   | Yes, he <b>HAS</b> | No, he <b>HASN'T</b> |

## EJERCICIOS

Llene los espacios en blanco con los auxiliares apropiados en cada caso. Ejemplos:

Can John go to Chicago this Summer? Yes, he *can*  
 Will you come back soon? Yes, I *will*  
 Will he come back soon? No, he *won't*

- 1 Do you come here every day? No, I \_\_\_\_\_
- 2 Does he come here every day? Yes, he \_\_\_\_\_
- 3 Will we go to Chicago soon? Yes, we \_\_\_\_\_
- 4 Do I wait for you here? No, you \_\_\_\_\_
- 5 Am I going to leave on time tomorrow? Yes, you \_\_\_\_\_
- 6 Can you leave early now? Yes, I \_\_\_\_\_
- 7 Must John speak English? Yes, he \_\_\_\_\_
- 8 Will he stay here long? No, he \_\_\_\_\_
- 9 Does the bus stay here long? Yes, it \_\_\_\_\_
- 10 Is the bus going to stay here long? No, it \_\_\_\_\_
- 11 Will the bus stay here long? Yes, it \_\_\_\_\_
- 12 Are you going to be here later? Yes, I \_\_\_\_\_
- 13 Can you be here an hour? No, I \_\_\_\_\_
- 14 Are you going to see John tomorrow? Yes, I \_\_\_\_\_
- 15 Is John going to have breakfast? No, he \_\_\_\_\_
- 16 Must he stay here long? No, he \_\_\_\_\_
- 17 Do you leave early every day? Yes, I \_\_\_\_\_
- 18 Will I leave on time tomorrow? Yes, you \_\_\_\_\_
- 19 Are the employees going to get up early on Sunday? No, they \_\_\_\_\_
- 20 Is it going to rain now? No, it \_\_\_\_\_
- 21 Does he stay here long? No, he \_\_\_\_\_
- 22 Will she have coffee later? Yes, she \_\_\_\_\_
- 23 Are you going to get off at the next stop? No, we \_\_\_\_\_
- 24 Is he going to work now? Yes, he \_\_\_\_\_
- 25 Will the employees work next Sunday? No, they \_\_\_\_\_

## EMPLEO EN INGLÉS DE LO EQUIVALENTE A ¿VERDAD? EN ORACIONES NEGATIVAS

Observe que en las siguientes oraciones negativas, lo equivalente en inglés a ¿Verdad? se expresa con el auxiliar correspondiente a cada una de ellas pero en la forma interrogativa, o sea, la contraria a la que se emplea en las negaciones.

También note que en inglés la mencionada expresión (¿verdad?) varía de acuerdo con la persona y forma verbal empleada.

|       |           |          |          |        |      |
|-------|-----------|----------|----------|--------|------|
| You   | DON'T     | speaking | English, | DO     | you? |
| Frank | DOESN'T   | speaking | English, | DOES   | he?  |
| You   | DIDN'T    | speaking | English, | DID    | you? |
| You   | WON'T     | speaking | English, | WILL   | you? |
| You   | WOULDN'T  | speaking | English, | WOULD  | you? |
| You   | CAN'T     | speaking | English, | CAN    | you? |
| You   | COULDN'T  | speaking | English, | COULD  | you? |
| You   | MUSTN'T   | spoken   | English, | MUST   | you? |
| You   | SHOULDN'T | spoken   | English, | SHOULD | you? |

### Traducción

Usted no habla inglés, ¿VERDAD?  
Francisco no habla inglés, ¿VERDAD?  
Usted no habló inglés, ¿VERDAD?  
Usted no hablará inglés, ¿VERDAD?  
Usted no hablaría inglés, ¿VERDAD?  
Usted no puede hablar inglés, ¿VERDAD?  
Usted no podía hablar inglés, ¿VERDAD?  
Usted no debe hablar inglés, ¿VERDAD?  
Usted no debería hablar inglés, ¿VERDAD?

### EJERCICIOS

Construya otras oraciones sustituyendo en cada forma verbal el verbo principal *to speak English* por *come every day*, *play the piano*, *finish yesterday*, *work tomorrow*, *do anything*, *eat pancakes*, *type last year*, *talk in class* y *spend too much money*, en el mismo orden en que aparecen en la gráfica. Ejemplos:

You don't *come every day*, do you?  
(Usted no viene todos los días, ¿verdad?)

Frank doesn't *play the piano*, does he?  
(Francisco no toca el piano, ¿verdad?)

|     |         |          |          |      |      |
|-----|---------|----------|----------|------|------|
| I   | AM NOT  | speaking | English, | AM   | I?   |
| You | AREN'T  | speaking | English, | ARE  | you? |
| He  | ISN'T   | speaking | English, | IS   | he?  |
| You | WEREN'T | speaking | English, | WERE | you? |
| He  | WASN'T  | speaking | English, | WAS  | he?  |
| You | HAVEN'T | spoken   | English, | HAVE | you? |
| He  | HASN'T  | spoken   | English, | HAS  | he?  |

### Traducción

Yo no estoy hablando inglés, ¿VERDAD?  
Usted no está hablando inglés, ¿VERDAD?  
Él no está hablando inglés, ¿VERDAD?

Usted no estaba hablando inglés, ¿VERDAD?  
Él no estaba hablando inglés, ¿VERDAD?

Usted no ha hablado inglés, ¿VERDAD?  
Él no ha hablado inglés, ¿VERDAD?

### EJERCICIOS

Forme otras oraciones reemplazando los gerundios (*speaking*) y los participios (*spoken*) por *translating*, *studying*, *correcting*, *typing*, *talking*, *translated* y *studied* respectivamente. Ejemplos:

I am not *translating*, am I?  
(Yo no estoy traduciendo, ¿verdad?)

You aren't *studying*, are you?  
Usted no está estudiando, ¿verdad?

You haven't *translated*, have you?  
(Usted no ha traducido, ¿verdad?)

## EMPLEO EN INGLÉS DE LO EQUIVALENTE A ¿NO ES VERDAD? EN ORACIONES AFIRMATIVAS

Observe que en las siguientes oraciones afirmativas, lo equivalente en inglés a *¿No es verdad?* se expresa con el auxiliar correspondiente a cada una de ellas, pero en la forma negativa, es decir, con el auxiliar contrario al que se emplea en las aseveraciones.

Asimismo advierta que en inglés dicha expresión (*¿no es verdad?*) varía de acuerdo con la persona y forma verbal empleada.

|       |        |        |          |           |      |
|-------|--------|--------|----------|-----------|------|
| You   |        | SPEAK  | English, | DON'T     | you? |
| Frank |        | SPEAKS | English, | DOESN'T   | he?  |
| You   |        | SPOKE  | English, | DIDN'T    | you? |
| You   | WILL   | speak  | English, | WON'T     | you? |
| You   | WOULD  | speak  | English, | WOULDN'T  | you? |
| You   | CAN    | speak  | English, | CAN'T     | you? |
| You   | COULD  | speak  | English, | COULDN'T  | you? |
| You   | MUST   | speak  | English, | MUSTN'T   | you? |
| You   | SHOULD | speak  | English, | SHOULDN'T | you? |

### Traducción

Usted habla inglés, ¿NO ES VERDAD?  
 Francisco habla inglés, ¿NO ES VERDAD?  
 Usted habló inglés, ¿NO ES VERDAD?  
 Usted hablará inglés, ¿NO ES VERDAD?  
 Usted hablaría inglés, ¿NO ES VERDAD?  
 Usted puede hablar inglés, ¿NO ES VERDAD?  
 Usted podía hablar inglés, ¿NO ES VERDAD?  
 Usted debe hablar inglés, ¿NO ES VERDAD?  
 Usted debería hablar inglés, ¿NO ES VERDAD?

### EJERCICIOS

Construya otras oraciones sustituyendo *speak English* en cada forma verbal por *dance, often, study engineering, worked yesterday, come next week, buy more fruit, swim fast, run quickly, drive carefully* y *practice more sports*, en el mismo orden en que aparecen en la gráfica. Ejemplos:

You *dance* often, don't you?  
 (Usted baila a menudo, ¿no es verdad?)

Frank *studies engineering*, doesn't he?  
 (Francisco estudia ingeniería, ¿no es verdad?)

|     |      |          |          |         |      |
|-----|------|----------|----------|---------|------|
| You | ARE  | speaking | English, | AREN'T  | you? |
| He  | IS   | speaking | English, | ISN'T   | he?  |
| You | WERE | speaking | English, | WEREN'T | you? |
| He  | WAS  | speaking | English, | WASN'T  | he?  |
| You | HAVE | spoken   | English, | HAVEN'T | you? |
| He  | HAS  | spoken   | English, | HASN'T  | he?  |

### Traducción

Usted está hablando inglés, ¿NO ES VERDAD?  
 Él está hablando inglés, ¿NO ES VERDAD?

Usted estaba hablando inglés, ¿NO ES VERDAD?  
 Él estaba hablando inglés, ¿NO ES VERDAD?

Usted ha hablado inglés, ¿NO ES VERDAD?  
 Él ha hablado inglés, ¿NO ES VERDAD?

### EJERCICIOS

Forme otras oraciones reemplazando los gerundios (*speaking*) y los participios (*spoken*) por *reading, writing, practicing, learning, learned* y *practiced*, respectivamente. Ejemplos:

You are *reading* English, aren't you?  
 (Usted está leyendo inglés, ¿no es verdad?)

You have *learned* English, haven't you?  
 (Usted ha aprendido inglés, ¿no es verdad?)

## EJERCICIOS SUPLEMENTARIOS

Complete las siguientes oraciones llenando los blancos con lo equivalente en inglés a *¿NO ES VERDAD?* y *¿VERDAD?* Ejemplos:

The children are in school, *aren't they?*  
(¿no es verdad?)

Mary can't sing well, *can she?*  
(¿verdad?)

We came here yesterday, *didn't we?*  
(¿no es verdad?)

You haven't finished your work, *have you?*  
(¿verdad?)

- 1 You are a Mexican, \_\_\_\_\_?
- 2 He isn't an American, \_\_\_\_\_?
- 3 The boys were here last week, \_\_\_\_\_?
- 4 Mary wasn't playing the piano, \_\_\_\_\_?
- 5 You smoke a package every day, \_\_\_\_\_?
- 6 They played base-ball yesterday, \_\_\_\_\_?
- 7 The girls go to school every day, \_\_\_\_\_?
- 8 Frank can't run quickly, \_\_\_\_\_?
- 9 Peter will come tomorrow, \_\_\_\_\_?
- 10 You couldn't come yesterday, \_\_\_\_\_?
- 11 We should practice more English, \_\_\_\_\_?
- 12 You didn't read this book, \_\_\_\_\_?
- 13 She wrote him a letter last month, \_\_\_\_\_?
- 14 John mustn't work at night, \_\_\_\_\_?
- 15 I gave you the money, \_\_\_\_\_?
- 16 I didn't give you the change, \_\_\_\_\_?
- 17 Henry can swim fast, \_\_\_\_\_?
- 18 You work in the afternoon, \_\_\_\_\_?
- 19 It rains very much in Brazil, \_\_\_\_\_?
- 20 It isn't raining now, \_\_\_\_\_?
- 21 She hasn't seen that picture, \_\_\_\_\_?
- 22 You have read this book, \_\_\_\_\_?
- 23 They haven't studied the lesson, \_\_\_\_\_?
- 24 Your sister hasn't changed much, \_\_\_\_\_?
- 25 Your parents like Mexico City, \_\_\_\_\_?

## ORACIONES AFIRMATIVAS CON LO EQUIVALENTE A "TAMBIÉN" EMPLEANDO LOS AUXILIARES

Obsérvese que, después de oraciones aseverativas, lo equivalente en inglés a "TAMBIÉN" se origina con la palabra *SO* y el auxiliar correspondiente a la forma verbal empleada, antepuesto al sujeto en cuestión: *so do I, so does he, so did we*, etc.

Por lo tanto advierta también que dicha expresión (*también*) varía de acuerdo con la persona y la forma verbal que se emplee.

|     |        |             |             |      |        |   |
|-----|--------|-------------|-------------|------|--------|---|
| You | SPEAK  | English and | so          | DO   | I      |   |
| She | SPEAKS | English and | so          | DOES | he     |   |
| You | SPOKE  | English and | so          | DID  | we     |   |
| You | WILL   | speak       | English and | so   | WILL   | I |
| You | WOULD  | speak       | English and | so   | WOULD  | I |
| You | CAN    | speak       | English and | so   | CAN    | I |
| You | COULD  | speak       | English and | so   | COULD  | I |
| You | MUST   | speak       | English and | so   | MUST   | I |
| You | SHOULD | speak       | English and | so   | SHOULD | I |

### Traducción

Usted habla inglés y TAMBIÉN yo  
Ella habla inglés y TAMBIÉN él  
Usted habló inglés y TAMBIÉN nosotros  
Usted hablará inglés y TAMBIÉN yo  
Usted hablaría inglés y TAMBIÉN yo  
Usted puede hablar inglés y TAMBIÉN yo  
Usted pudo hablar inglés y TAMBIÉN yo  
Usted debe hablar inglés y TAMBIÉN yo  
Usted debería hablar inglés y TAMBIÉN yo

## EJERCICIOS

Construya otras oraciones complementadas con la expresión "TAMBIÉN", sustituyendo en cada una de las formas verbales, y en el mismo orden en que aparecen en la gráfica, el verbo principal *speaks English* por *work daily, plays the piano, bought a car, go home next week, visit the museums, type correctly, arrive on time last night, wait here y stay at home*. Ejemplos:

You *work daily* and so do I  
(Usted trabaja diariamente y también yo)  
She *plays the piano* and so does he  
(Ella toca el piano y también él)

|     |     |                  |     |    |     |      |
|-----|-----|------------------|-----|----|-----|------|
| You | ARE | speaking English | and | so | AM  | I    |
| I   | AM  | speaking English | and | so | ARE | they |
| She | IS  | speaking English | and | so | IS  | he   |

|     |      |                  |     |    |      |    |
|-----|------|------------------|-----|----|------|----|
| You | WERE | speaking English | and | so | WAS  | I  |
| He  | WAS  | speaking English | and | so | WERE | we |

|     |      |                |     |    |      |     |
|-----|------|----------------|-----|----|------|-----|
| You | HAVE | spoken English | and | so | HAVE | I   |
| He  | HAS  | spoken English | and | so | HAS  | she |

#### Traducción

Usted está hablando inglés y TAMBIÉN yo  
Yo estoy hablando inglés y TAMBIÉN ellos  
Ella está hablando inglés y TAMBIÉN él

Usted estaba hablando inglés y TAMBIÉN yo  
Él estaba hablando inglés y TAMBIÉN nosotros

Usted ha hablado inglés y TAMBIÉN yo  
Él ha hablado inglés y TAMBIÉN ella

#### EJERCICIOS

Forme otras oraciones reemplazando, en el mismo orden en que aparecen en la gráfica, los gerundios (speaking) y los participios (spoken) por *eating fruit, working too much, dancing now, listening to the radio, playing base-ball, finished early y been here*, ejemplos:

You are *eating fruit* and so am I  
(Usted está comiendo fruta y también yo)

He has *been here* and so has she  
(Él ha estado aquí y también ella)

#### EJERCICIOS SUPLEMENTARIOS

Complétense las siguientes oraciones con el equivalente en inglés a "TAMBIÉN", llenando los espacios en blanco con los auxiliares correspondientes a cada caso, ejemplos:

I am at home and so *IS* my brother

My brother speaks English and so *DOES* my sister

Frank went to school yesterday and so *DID* I

- 1 He is in school and so ----- I
- 2 I have been in New York and so ----- my father
- 3 They go to the University of Mexico and so ----- my friends
- 4 John studies in the United States and so ----- I
- 5 You were swimming yesterday and so ----- we
- 6 I can drive carefully and so ----- you
- 7 We came early yesterday and so ----- they
- 8 They'll work tomorrow and so ----- he
- 9 She could see the children and so ----- I
- 10 He reads good books and so ----- we
- 11 I work at night and so ----- Peter
- 12 I would buy a big house and so ----- you
- 13 She saw my mother and so ----- the children
- 14 They have done their work and so ----- I
- 15 You are a good student and so ----- your brother
- 16 Henry can dance very well and so ----- Paul
- 17 I'll go to the movies and so ----- you
- 18 The man could get a job and so ----- his son
- 19 You spent too much money last month and so ----- I
- 20 My father will buy a new car and so ----- my uncle
- 21 My brother is married and so ----- my sister
- 22 My brother can type and so ----- I
- 23 I should practice more English and so ----- you
- 24 You must arrive early and so ----- he
- 25 He should learn practical things and so ----- Mary.

# EMPLEO DE *EITHER* — *OR* QUE EQUIVALE EN ESPAÑOL A LA OPCIÓN *O* Y *O*

Obsérvese aquí que la posición de *either* y *or* (*o* y *o*) es justamente antecediendo al verbo principal (*work, study, etc.*).

|                                  |               |              |           |              |
|----------------------------------|---------------|--------------|-----------|--------------|
| You                              | <i>EITHER</i> | <i>work</i>  | <i>OR</i> | <i>study</i> |
| We                               | <i>EITHER</i> | <i>rest</i>  | <i>OR</i> | <i>play</i>  |
| He                               | <i>EITHER</i> | <i>jumps</i> | <i>OR</i> | <i>runs</i>  |
| They                             | <i>EITHER</i> | <i>read</i>  | <i>OR</i> | <i>write</i> |
| Traducción                       |               |              |           |              |
| Usted o trabaja o estudia        |               |              |           |              |
| Nosotros o descansamos o jugamos |               |              |           |              |
| Él o salta o corre               |               |              |           |              |
| Ellos o leen o escriben          |               |              |           |              |

Note que en esta gráfica la posición de *either* es inmediatamente después de los auxiliares (*should*) y precediendo a los verbos principales (*work, rest, etc.*). Adviértase además *or* delante de *study, play, run, etc.*

|   |               |               |             |           |              |
|---|---------------|---------------|-------------|-----------|--------------|
| You                                     | <i>should</i> | <i>EITHER</i> | <i>work</i> | <i>OR</i> | <i>study</i> |
| We                                      | <i>should</i> | <i>EITHER</i> | <i>rest</i> | <i>OR</i> | <i>play</i>  |
| He                                      | <i>should</i> | <i>EITHER</i> | <i>jump</i> | <i>OR</i> | <i>run</i>   |
| They                                    | <i>should</i> | <i>EITHER</i> | <i>read</i> | <i>OR</i> | <i>write</i> |
| Traducción                              |               |               |             |           |              |
| Usted debería o trabajar o estudiar     |               |               |             |           |              |
| Nosotros deberíamos o descansar o jugar |               |               |             |           |              |
| Él debería o saltar o correr            |               |               |             |           |              |
| Ellos deberían o leer o escribir        |               |               |             |           |              |

## EJERCICIOS

Guiándose por las gráficas, construya oraciones con *either* — *or* cambiando los verbos principales por cualquier otros, ejemplos:

You *either wait or come back*  
(Usted o espera o regresa)

We *either watch T.V. or listen to the radio*  
(Nosotros o vemos la T.V. o escuchamos la radio)

They *should either practice or study*  
(Ellos deberían o practicar o estudiar)

Observe la posición de *either* y *or* y advierta que *either* se emplea aquí después del verbo *to be*.

|  |               |                  |           |                        |
|--|---------------|------------------|-----------|------------------------|
| He's   | <i>EITHER</i> | at home          | <i>OR</i> | in the office          |
| She's  | <i>EITHER</i> | an American      | <i>OR</i> | a Canadian             |
| It's   | <i>EITHER</i> | in the drawer    | <i>OR</i> | on the desk            |
| It's   | <i>EITHER</i> | green            | <i>OR</i> | blue                   |
| They're  | <i>EITHER</i> | coming on Monday | <i>OR</i> | Tuesday next<br>[week] |
| We're  | <i>EITHER</i> | going to Paris   | <i>OR</i> | Rome next<br>[Summer]  |
| Am I   | <i>EITHER</i> | going            | <i>OR</i> | staying?               |
| Are you  | <i>EITHER</i> | going            | <i>OR</i> | staying?               |
| Is he  | <i>EITHER</i> | going            | <i>OR</i> | staying?               |
| Traducción   |               |                  |           |                        |
| Él está o en casa o en la oficina                        |               |                  |           |                        |
| Ella es o americana o canadiense                         |               |                  |           |                        |
| Está o en la gaveta o sobre el escritorio                |               |                  |           |                        |
| Es o verde o azul  |               |                  |           |                        |
| Ellos vienen o el lunes o el martes de la semana próxima |               |                  |           |                        |
| Nosotros vamos o a París o a Roma el verano próximo      |               |                  |           |                        |
| ¿O me voy o me quedo?                                    |               |                  |           |                        |
| ¿O te vas o te quedas?                                   |               |                  |           |                        |
| ¿O se va él o se queda?                                  |               |                  |           |                        |

## EJERCICIOS

Construya oraciones como las que aparecen en la gráfica empleando el verbo *to be*, pero con diferentes complementos. Ejemplos:

He's *either at the movies or at the theater*  
(Él está o en el cine o en el teatro)

Observe la posición de *either* y *or*.

|                        |           |               |            |           |             |
|------------------------|-----------|---------------|------------|-----------|-------------|
| He <i>may</i>          | <i>be</i> | <b>EITHER</b> | fishing    | <b>OR</b> | hunting     |
| He <i>might</i>        | <i>be</i> | <b>EITHER</b> | at home    | <b>OR</b> | at the club |
| He <i>can</i>          | <i>be</i> | <b>EITHER</b> | in Chicago | <b>OR</b> | Detroit     |
| He <i>could</i>        | <i>be</i> | <b>EITHER</b> | sleeping   | <b>OR</b> | resting     |
| He <i>must</i>         | <i>be</i> | <b>EITHER</b> | working    | <b>OR</b> | at the club |
| He <i>should</i>       | <i>be</i> | <b>EITHER</b> | learning   | <b>OR</b> | practicing  |
| She <i>ought to be</i> |           | <b>EITHER</b> | an actress | <b>OR</b> | a singer    |

#### Traducción

Puede que él esté o pescando o cazando  
 Él podría estar o en su casa o en el club  
 Él puede estar o en Chicago o en Detroit  
 Él pudo estar o durmiendo o descansando  
 Él debe estar o trabajando o en el club  
 Él debería estar o aprendiendo o practicando  
 Ella debiera ser o una actriz o una cantante

#### EJERCICIOS

Construya oraciones como las que aparecen en la gráfica, empleando el verbo *to be* con los auxiliares: *may, might, can, could, must, should* y *ought to*, pero con diferentes complementos. Ejemplo:

He *may be either reading or writing*  
 (Puede que él esté o leyendo o escribiendo)

#### EMPLEO DE *NEITHER* - *NOR* CUANDO EQUIVALE A LA DOBLE NEGACIÓN *NI* - *NI*

Obsérvese aquí que la posición de *neither* y *nor* (ni y ni) es justamente antecediendo al verbo principal (*work, study, etc.*), al igual que la de *either* y *or*.

|      |                |              |            |              |
|------|----------------|--------------|------------|--------------|
| You  | <b>NEITHER</b> | <i>work</i>  | <b>NOR</b> | <i>study</i> |
| We   | <b>NEITHER</b> | <i>rest</i>  | <b>NOR</b> | <i>play</i>  |
| He   | <b>NEITHER</b> | <i>jumps</i> | <b>NOR</b> | <i>runs</i>  |
| They | <b>NEITHER</b> | <i>read</i>  | <b>NOR</b> | <i>write</i> |

#### Traducción

Usted ni trabaja ni estudia  
 Nosotros ni descansamos ni jugamos  
 Él ni salta ni corre  
 Ellos ni leen ni escriben

Note asimismo que, en esta gráfica, la posición de *neither* es inmediatamente después de los auxiliares (*should*) y precediendo a los verbos principales (*work, rest, etc.*), como en el caso de *either - or*.

Adviértase además *nor* delante de *study, play, run, etc.*

|      |               |                |             |            |              |
|------|---------------|----------------|-------------|------------|--------------|
| You  | <i>should</i> | <b>NEITHER</b> | <i>work</i> | <b>NOR</b> | <i>study</i> |
| We   | <i>should</i> | <b>NEITHER</b> | <i>rest</i> | <b>NOR</b> | <i>play</i>  |
| He   | <i>should</i> | <b>NEITHER</b> | <i>jump</i> | <b>NOR</b> | <i>run</i>   |
| They | <i>should</i> | <b>NEITHER</b> | <i>read</i> | <b>NOR</b> | <i>write</i> |

#### Traducción

Usted ni debería trabajar ni estudiar  
 Nosotros ni deberíamos descansar ni jugar  
 Él ni debería saltar ni correr  
 Ellos ni deberían leer ni escribir

#### EJERCICIOS

Guiándose por estas gráficas, construya oraciones con *neither nor* cambiando los verbos principales por otros. Ejemplos:

He *neither sees nor hears*  
 (Él ni ve ni oye)

They *should neither smoke nor drink*  
 (Ellos ni deberían fumar ni beber)

Observe la posición de *neither* y *nor*, advirtiéndole además que *neither* se emplea aquí después del verbo *to be*.

|         |                          |                            |
|---------|--------------------------|----------------------------|
| He's    | NEITHER at home          | NOR in the office          |
| She's   | NEITHER an American      | NOR a Canadian             |
| It's    | NEITHER in the drawer    | NOR on the desk            |
| It's    | NEITHER green            | NOR blue                   |
| They're | NEITHER coming on Monday | NOR Tuesday<br>[next week] |
| We're   | NEITHER going to Paris   | NOR Rome next<br>[Summer]  |

#### Traducción

Él ni está en casa ni en la oficina

Ella ni es americana ni canadiense

No está en la gaveta ni sobre el escritorio

Ni es verde ni azul

Ellos ni vienen el lunes ni el martes de la semana próxima

Nosotros ni vamos a París ni a Roma el próximo verano

#### EJERCICIOS

Construya oraciones como las que aparecen en la gráfica empleando el verbo *to be*, pero con diferentes complementos. Ejemplo:

He's neither at the movies nor at the theater  
(Él ni está en el cine ni en el teatro)

Observe la posición de *neither* y *nor*.

|                 |    |         |                |     |                |
|-----------------|----|---------|----------------|-----|----------------|
| He may          | be | NEITHER | fishing        | NOR | hunting        |
| He might        | be | NEITHER | at home        | NOR | in the office  |
| He can          | be | NEITHER | here           | NOR | in the kitchen |
| He could        | be | NEITHER | sleeping       | NOR | resting        |
| He must         | be | NEITHER | working        | NOR | studying       |
| He should       | be | NEITHER | unemployed     | NOR | without money  |
| She ought to be |    | NEITHER | a stenographer | NOR | a typist       |

#### Traducción

Puede que él no esté ni pescando ni cazando

Él podría no estar ni en su casa ni en la oficina

Él no puede estar ni aquí ni en la cocina

Él no pudo estar ni durmiendo ni descansando

Él no debe estar ni trabajando ni estudiando

Él no debería estar ni desempleado ni sin dinero

Ella no debiera ser ni taquígrafa ni mecanógrafa

#### EJERCICIOS

Construya oraciones como las que aparecen en la gráfica, empleando el verbo *to be* con los auxiliares: *may, might, can, could, must, should* y *ought to*, pero con diferentes complementos. Ejemplo:

He may be neither reading nor writing  
(Puede que él no esté ni leyendo ni escribiendo)

GRÁFICA QUE ILUSTR A LOS PRINCIPALES AUXILIARES  
EN LA FORMA NEGATIVA Y EL EMPLEO DE  
*NOT EITHER* (tampoco)

Observe cómo cualquier auxiliar en la forma negativa + la palabra *EITHER* constituyen lo que en castellano equivale a **TAMPOCO**. Por lo tanto, advierta asimismo, que en inglés dicha expresión (tampoco) varía de acuerdo con la persona y el verbo auxiliar empleado.

|                  |               |              |               |            |               |
|------------------|---------------|--------------|---------------|------------|---------------|
| He <i>DOES</i>   | <i>not</i>    | smoke and we | <i>DO</i>     | <i>not</i> | <i>EITHER</i> |
| He <i>DID</i>    | <i>not</i>    | smoke and we | <i>DID</i>    | <i>not</i> | <i>EITHER</i> |
| He <i>WILL</i>   | <i>not</i>    | smoke and we | <i>WILL</i>   | <i>not</i> | <i>EITHER</i> |
| He <i>WOULD</i>  | <i>not</i>    | smoke and we | <i>WOULD</i>  | <i>not</i> | <i>EITHER</i> |
| He <i>CAN</i>    | <i>not</i>    | smoke and we | <i>CAN</i>    | <i>not</i> | <i>EITHER</i> |
| He <i>COULD</i>  | <i>not</i>    | smoke and we | <i>COULD</i>  | <i>not</i> | <i>EITHER</i> |
| He <i>MAY</i>    | <i>not</i>    | smoke and we | <i>MAY</i>    | <i>not</i> | <i>EITHER</i> |
| He <i>MIGHT</i>  | <i>not</i>    | smoke and we | <i>MIGHT</i>  | <i>not</i> | <i>EITHER</i> |
| He <i>MUST</i>   | <i>not</i>    | smoke and we | <i>MUST</i>   | <i>not</i> | <i>EITHER</i> |
| He <i>SHOULD</i> | <i>not</i>    | smoke and we | <i>SHOULD</i> | <i>not</i> | <i>EITHER</i> |
| He <i>OUGHT</i>  | <i>not to</i> | smoke and we | <i>OUGHT</i>  | <i>not</i> | <i>EITHER</i> |

Traducción

Él no fuma y nosotros tampoco  
Él no fumó y nosotros tampoco  
Él no fumará y nosotros tampoco  
Él no fumaría y nosotros tampoco  
Él no puede fumar y nosotros tampoco (no sabemos hacerlo)  
Él no pudo fumar y nosotros tampoco (no supimos hacerlo)  
Él no puede fumar y nosotros tampoco (no tenemos permiso de hacerlo)  
Él podría no fumar y nosotros tampoco  
Él no debe fumar y nosotros tampoco (no tenemos que hacerlo)  
Él no debería fumar y nosotros tampoco  
Él no debiera fumar y nosotros tampoco.

|               |            |                |             |            |               |
|---------------|------------|----------------|-------------|------------|---------------|
| He <i>IS</i>  | <i>not</i> | smoking and we | <i>ARE</i>  | <i>not</i> | <i>EITHER</i> |
| He <i>WAS</i> | <i>not</i> | smoking and we | <i>WERE</i> | <i>not</i> | <i>EITHER</i> |
| He <i>HAS</i> | <i>not</i> | smoked and we  | <i>HAVE</i> | <i>not</i> | <i>EITHER</i> |

Traducción

Él no está fumando y nosotros tampoco

Él no estaba fumando y nosotros tampoco

Él no ha fumado y nosotros tampoco

EJERCICIOS

Guiándose por estas dos gráficas, construya otras oraciones en inglés con el equivalente a *tampoco* sustituyendo en cada forma verbal de la primera gráfica, *smoke* por *dance*, *go*, *play*, *work*, *swim*, *come*, *sleep*, *buy*, *drink*, *stay* y *run* respectivamente.

En la segunda reemplace *smoking*, *smoking* y *smoked* por *talking*, *reading*, y *written*. Haga uso de las contracciones. Ejemplos:

He *doesn't* dance and we *don't* either  
(Él no baila y nosotros tampoco)

He *isn't* talking and we *aren't* either  
(Él no está platicando y nosotros tampoco)

## EJERCICIOS SUPLEMENTARIOS

Complétense las siguientes oraciones, llenando los espacios en blanco, con lo equivalente en inglés a "TAMPOCO", ejemplos.

I'm not a doctor and he isn't either

They can't dance and you can't either

She won't come tomorrow and we won't either

- 1 Paul wasn't here yesterday and they \_\_\_\_\_
- 2 He isn't working and I \_\_\_\_\_
- 3 You aren't studying and he \_\_\_\_\_
- 4 My father doesn't smoke and we \_\_\_\_\_
- 5 I don't play the piano and my brother \_\_\_\_\_
- 6 The children haven't come and their father \_\_\_\_\_
- 7 Mary hasn't finished and I \_\_\_\_\_
- 8 They shouldn't arrive late and you \_\_\_\_\_
- 9 Robert can't swim and Alice \_\_\_\_\_
- 10 You won't be here tomorrow and I \_\_\_\_\_
- 11 The students mustn't drink and you \_\_\_\_\_
- 12 She couldn't come yesterday and we \_\_\_\_\_
- 13 They wouldn't buy cigarettes and I \_\_\_\_\_
- 14 You might not go and she \_\_\_\_\_
- 15 The bus may not leave early and the train \_\_\_\_\_

## EMPLEO DE NEITHER Y LOS AUXILIARES EN FORMA AFIRMATIVA EQUIVALIENDO A "NI TAMPOCO"

Observe en las siguientes oraciones negativas el empleo de *NEITHER* seguido de los auxiliares en forma afirmativa. Esto traducido al castellano equivale a la expresión "NI TAMPOCO".

Advierta también que aunque *neither* antecede a los auxiliares (is, am, were, etc.) y éstos a su vez a los sujetos (he, I, you, etc.), ello no implica una forma interrogativa, sino que imparte más eufonía y énfasis a la oración.

|      |          |                |     |         |       |      |
|------|----------|----------------|-----|---------|-------|------|
| I    | am not   | a doctor       | and | NEITHER | IS    | he   |
| She  | isn't    | going out      | and | NEITHER | AM    | I    |
| He   | wasn't   | here yesterday | and | NEITHER | WERE  | you  |
| Mary | can't    | dance well     | and | NEITHER | CAN   | John |
| I    | couldn't | come yesterday | and | NEITHER | COULD | Mary |
| She  | mustn't  | do it          | and | NEITHER | MUST  | you  |
| I    | don't    | speak Russian  | and | NEITHER | DOES  | he   |

### Traducción

Yo no soy doctor y NI él TAMPOCO

Ella no va a salir y NI yo TAMPOCO

Él no estuvo aquí y NI usted TAMPOCO

María no puede bailar bien y NI Juan TAMPOCO

Yo no pude venir ayer y NI María TAMPOCO

Ella no debe hacerlo y NI usted TAMPOCO

Yo no hablo ruso y NI él TAMPOCO

## EJERCICIOS

- I. Haga que le dicten estas oraciones en castellano para que usted las traduzca por escrito al inglés. Rectifíquelas después con la ayuda de su libro.
- II. Complete las siguientes oraciones con lo equivalente en inglés a "NI TAMPOCO" o sea empleando la palabra NEITHER seguida del auxiliar apropiado.

- 1 Henry shouldn't smoke... (y ni su hermano tampoco)
- 2 Mary isn't going home... (y ni yo tampoco)
- 3 We won't come tomorrow... (y ni ellos tampoco)
- 4 I couldn't understand the lesson... (y ni Juan tampoco)
- 5 They weren't at home... (y ni sus padres tampoco)
- 6 He isn't working now... (y ni yo tampoco)
- 7 I haven't eaten caviar... (y ni ella tampoco)
- 8 You wouldn't do that... (y ni ella tampoco)
- 9 She can't run fast... (y ni yo tampoco)
- 10 I mustn't come late... (y ni ellos tampoco)
- 11 You aren't studying... (y ni él tampoco)
- 12 They won't go to the movies... (y ni tú tampoco)
- 13 You shouldn't talk in class... (y ni tus amigos tampoco)
- 14 I'm not a North American... (y ni mi amigo tampoco)
- 15 He hasn't finished working... (y ni yo tampoco)
- 16 Susan couldn't play the piano... (y ni su hermana tampoco)
- 17 He wouldn't eat fish... (y ni ella tampoco)
- 18 He mustn't go there... (y ni tú tampoco)
- 19 I don't speak French... (y ni mi padre tampoco)
- 20 Frank doesn't live here... (y ni María tampoco).

## EMPLEO DE LO EQUIVALENTE A "APENAS" (hardly)

Observe la palabra *hardly* (apenas) después de los auxiliares y antepuesta al verbo principal empleado.

|                 |        |               |                   |
|-----------------|--------|---------------|-------------------|
| He              | HARDLY | <i>speaks</i> | English every day |
| He              | HARDLY | <i>spoke</i>  | English yesterday |
| He <i>can</i>   | HARDLY | <i>speaks</i> | English now       |
| He <i>could</i> | HARDLY | <i>speaks</i> | English before    |
| He <i>may</i>   | HARDLY | <i>speaks</i> | at the meeting    |
| He <i>might</i> | HARDLY | <i>speaks</i> | a few words       |

### Traducción

Él APENAS habla inglés todos los días  
 Él APENAS habló inglés ayer  
 Él APENAS puede hablar inglés ahora  
 Él APENAS podía hablar inglés anteriormente  
 Es posible que él APENAS hable en la reunión  
 Él APENAS podría hablar unas pocas palabras

|                 |                  |                    |
|-----------------|------------------|--------------------|
| He <i>is</i>    | HARDLY           | here every day     |
| He <i>was</i>   | HARDLY           | here yesterday     |
| He <i>will</i>  | HARDLY <i>be</i> | here tomorrow      |
| He <i>would</i> | HARDLY <i>be</i> | here a few minutes |

### Traducción

Él APENAS está aquí todos los días  
 Él APENAS estuvo aquí ayer  
 Él APENAS estará aquí mañana  
 Él APENAS estaría aquí unos pocos minutos

## EJERCICIOS

Guiándose por las dos gráficas anteriores, construya otras oraciones en inglés con "APENAS" (*hardly*) cambiando los verbos principales (*speaks, spoke, speak y be*), así como los complementos (*English every day, English yesterday, etc.*) por cualquier otros. Ejemplos:

He *hardly* eats at noon  
 (Él apenas come al mediodía)

He *hardly* ate yesterday  
 (Él apenas comió ayer)

He *can hardly* see without eye-glasses  
 (Él apenas puede ver sin anteojos)

He *could hardly* finish his work  
 (Él apenas pudo terminar su trabajo)

## EMPLEO DE LO EQUIVALENTE A *NI SIQUIERA* (not even)

Observe cómo los auxiliares en forma negativa seguidos inmediatamente de la palabra *EVEN*, dan origen a la expresión que traducida al español equivale a *NI SIQUIERA*.

Advierta asimismo que *NOT EVEN* es común en todos los casos, variando únicamente el auxiliar: *do not even, does not even, will not even*, etc. Véanse también estos auxiliares en sus formas contraídas.

|     |                  |                            |
|-----|------------------|----------------------------|
| You | <i>DON'T</i>     | <i>EVEN</i> speak aloud    |
| He  | <i>DOESN'T</i>   | <i>EVEN</i> speak aloud    |
| You | <i>DIDN'T</i>    | <i>EVEN</i> speak aloud    |
| You | <i>WON'T</i>     | <i>EVEN</i> speak aloud    |
| You | <i>WOULDN'T</i>  | <i>EVEN</i> speak aloud    |
| You | <i>CAN'T</i>     | <i>EVEN</i> speak aloud    |
| You | <i>COULDN'T</i>  | <i>EVEN</i> speak aloud    |
| You | <i>MUSTN'T</i>   | <i>EVEN</i> speak aloud    |
| You | <i>SHOULDN'T</i> | <i>EVEN</i> speak aloud    |
| You | <i>OUGHT NOT</i> | <i>EVEN</i> to speak aloud |

### Traducción

Usted *NI SIQUIERA* habla en voz alta  
 Él *NI SIQUIERA* habla en voz alta  
 Usted *NI SIQUIERA* habló en voz alta  
 Usted *NI SIQUIERA* hablará en voz alta  
 Usted *NI SIQUIERA* hablaría en voz alta  
 Usted *NI SIQUIERA* puede hablar en voz alta  
 Usted *NI SIQUIERA* pudo hablar en voz alta  
 Usted *NI SIQUIERA* debe hablar en voz alta  
 Usted *NI SIQUIERA* debería hablar en voz alta  
 Usted *NI SIQUIERA* debiera hablar en voz alta

## EJERCICIOS

Construya otras oraciones con la expresión "*NI SIQUIERA*", sustituyendo en cada persona el verbo principal *speak aloud* por *practice sports, work every day, come yesterday, be here tomorrow, think of it, dance well, write your name, talk in class, drink coffee* y *spend more money*, en el mismo orden en que aparecen en la gráfica. Ejemplos:

You don't even *practice sports*  
 (tú ni siquiera practicas deportes)

He doesn't even *work every day*  
 (él ni siquiera trabaja todos los días)

|     |                |             |                |
|-----|----------------|-------------|----------------|
| I'M | <i>NOT</i>     | <i>EVEN</i> | speaking aloud |
| He  | <i>ISN'T</i>   | <i>EVEN</i> | speaking aloud |
| You | <i>AREN'T</i>  | <i>EVEN</i> | speaking aloud |
| He  | <i>WASN'T</i>  | <i>EVEN</i> | speaking aloud |
| You | <i>WEREN'T</i> | <i>EVEN</i> | speaking aloud |
| He  | <i>HASN'T</i>  | <i>EVEN</i> | spoken aloud   |
| You | <i>HAVEN'T</i> | <i>EVEN</i> | spoken aloud   |

### Traducción

Yo *NI SIQUIERA* estoy hablando en voz alta

Él *NI SIQUIERA* está hablando en voz alta  
 Usted *NI SIQUIERA* está hablando en voz alta

Él *NI SIQUIERA* estaba hablando en voz alta  
 Usted *NI SIQUIERA* estaba hablando en voz alta

Él *NI SIQUIERA* ha hablado en voz alta  
 Usted *NI SIQUIERA* ha hablado en voz alta

## EJERCICIOS

Forme otras oraciones reemplazando, en el mismo orden en que aparecen en la gráfica, los gerundios (*speaking*) y los participios (*spoken*) por *looking at you, listening to the class, eating enough, working hard, sleeping well, eaten fish* y *finished your work*, ejemplos:

I'm not even *looking at you*  
 (Yo ni siquiera estoy mirándote)

He isn't even *listening to the class*  
 (Él ni siquiera está escuchando la clase)

He hasn't even *eaten fish*  
 (Él ni siquiera ha comido pescado)

COMPARANDO EL EMPLEO DE *EVEN* (hasta, inclusive)  
Y *NOT EVEN* (ni siquiera)

|                   |             |                |                 |           |
|-------------------|-------------|----------------|-----------------|-----------|
| He <i>is</i>      | <i>EVEN</i> |                | here            | every day |
| He <i>isn't</i>   | <i>EVEN</i> |                | here            | every day |
| He <i>is</i>      | <i>EVEN</i> | <i>working</i> | here            | every day |
| He <i>isn't</i>   | <i>EVEN</i> | <i>working</i> | here            | every day |
| He <i>was</i>     | <i>EVEN</i> |                | here            | yesterday |
| He <i>wasn't</i>  | <i>EVEN</i> |                | here            | yesterday |
| He <i>was</i>     | <i>EVEN</i> | <i>working</i> | here            | yesterday |
| He <i>wasn't</i>  | <i>EVEN</i> | <i>working</i> | here            | yesterday |
| He                | <i>EVEN</i> | <i>comes</i>   | here            | every day |
| He <i>doesn't</i> | <i>EVEN</i> | <i>come</i>    | here            | every day |
| He                | <i>EVEN</i> | <i>came</i>    | here            | yesterday |
| He <i>didn't</i>  | <i>EVEN</i> | <i>come</i>    | here            | yesterday |
| We                | <i>EVEN</i> | <i>speak</i>   | English at home |           |
| We <i>don't</i>   | <i>EVEN</i> | <i>speak</i>   | English at home |           |

Traducción

El *inclusive* está aquí todos los días  
 Él *ni siquiera* está aquí todos los días  
 El *inclusive* está trabajando aquí todos los días  
 El *ni siquiera* está trabajando aquí todos los días  
 El *inclusive* estuvo aquí ayer  
 El *ni siquiera* estuvo aquí ayer  
 El *inclusive* estuvo trabajando aquí ayer  
 El *ni siquiera* estuvo trabajando aquí ayer  
 El *inclusive* viene aquí todos los días  
 El *ni siquiera* viene aquí todos los días  
 El *inclusive* vino aquí ayer  
 El *ni siquiera* vino aquí ayer  
 Nosotros *inclusive* hablamos inglés en casa  
 Nosotros *ni siquiera* hablamos inglés en casa

Observe la posición de *EVEN* tanto en las oraciones afirmativas como negativas y advierta que en ambas dicha palabra se antepone al verbo principal (*speak, speaks, came, come*) empleándose después de los auxiliares.

|                    |             |               |                   |
|--------------------|-------------|---------------|-------------------|
| He <i>can</i>      | <i>EVEN</i> | <i>speak</i>  | several languages |
| He <i>can't</i>    | <i>EVEN</i> | <i>speak</i>  | English properly  |
| He <i>could</i>    | <i>EVEN</i> | <i>speak</i>  | several languages |
| He <i>couldn't</i> | <i>EVEN</i> | <i>speak</i>  | English properly  |
| He                 | <i>EVEN</i> | <i>speaks</i> | several languages |
| He <i>doesn't</i>  | <i>EVEN</i> | <i>speak</i>  | English properly  |

Traducción

El *inclusive* puede hablar varios idiomas  
 El *ni siquiera* puede hablar inglés correctamente  
 El *inclusive* podía hablar varios idiomas  
 El *ni siquiera* podía hablar inglés correctamente  
 El *inclusive* habla varios idiomas  
 El *ni siquiera* habla inglés correctamente

|                     |      |             |                |
|---------------------|------|-------------|----------------|
| He                  | EVEN | <i>came</i> | here last week |
| He <i>didn't</i>    | EVEN | <i>come</i> | here yesterday |
| He <i>will</i>      | EVEN | <i>come</i> | here next week |
| He <i>won't</i>     | EVEN | <i>come</i> | here tomorrow  |
| He <i>should</i>    | EVEN | <i>come</i> | here daily     |
| He <i>shouldn't</i> | EVEN | <i>come</i> | here any more  |

#### Traducción

Él *inclusive* vino aquí la semana pasada  
 Él *ni siquiera* vino aquí ayer

Él *inclusive* vendrá aquí la semana próxima  
 Él *ni siquiera* vendrá aquí mañana

Él *inclusive* debería venir aquí diariamente  
 Él *ni siquiera* debería venir más aquí

#### EJERCICIOS

- I. Haga que le dicten las oraciones de las tres gráficas en español para que usted las traduzca por escrito al inglés. Rectifíquelas después, con la ayuda de su libro.
- II. Guiándose por las dos últimas gráficas construya otras oraciones con *EVEN* y *NOT EVEN* cambiando los verbos principales y complementos. Ejemplos:

He can even dance waltzes  
 (Él inclusive puede bailar vales)

He can't even dance waltzes  
 (Él ni siquiera puede bailar vales)

#### COMPARACIÓN DE LO EQUIVALENTE A LAS EXPRESIONES "ESTAR A PUNTO DE" Y "ACABAR DE"

Observe la palabra *about* seguida de un infinitivo (to come, to go away, to begin, etc.) para expresar que una determinada acción está a punto de efectuarse y note también la palabra *just* seguida de una forma en pasado (came, went, away, began, etc.), que denota que esa misma acción acaba de verificarse.

Compárense ambas palabras en el diagrama a continuación y advierta acciones opuestas en las oraciones marcadas con numerales idénticos.

| Infinitivos |                                    |     | Forma en Pasado  |                             |  |
|-------------|------------------------------------|-----|------------------|-----------------------------|--|
| ↓           |                                    |     | ↓                |                             |  |
| He is ABOUT | <i>to come</i>                     | (1) | <i>came</i>      | (1)                         |  |
|             | <i>to go away</i>                  | (2) | <i>went away</i> | (2)                         |  |
|             | <i>to begin</i>                    | (3) | <i>began</i>     | (3)                         |  |
|             | <i>to finish</i>                   | (4) | <i>finished</i>  | (4)                         |  |
|             | <i>to eat</i>                      | (5) | <i>ate</i>       | (5)                         |  |
|             | <i>to leave</i>                    | (6) | <i>left</i>      | (6)                         |  |
|             | <i>to retire</i>                   | (7) | <i>retired</i>   | (7)                         |  |
|             | <i>to speak</i>                    | (8) | <i>spoke</i>     | (8)                         |  |
|             |                                    |     |                  |                             |  |
| 1           | Él está a punto de venir o llegar  |     | 1                | Él acaba de venir o llegar  |  |
| 2           | Él está a punto de alejarse o irse |     | 2                | Él acaba de alejarse o irse |  |
| 3           | Él está a punto de empezar         |     | 3                | Él acaba de empezar         |  |
| 4           | Él está a punto de terminar        |     | 4                | Él acaba de terminar        |  |
| 5           | Él está a punto de comer           |     | 5                | Él acaba de comer           |  |
| 6           | Él está a punto de marcharse       |     | 6                | Él acaba de marcharse       |  |
| 7           | Él está a punto de retirarse       |     | 7                | Él acaba de retirarse       |  |
| 8           | Él está a punto de hablar          |     | 8                | Él acaba de hablar          |  |

#### EJERCICIOS

Guiándose por los diagramas forme oraciones en inglés con las expresiones "estar a punto de" y "acabar de", cambiando los verbos en infinitivo y en pasado expuestos en dichos esquemas. Ejemplos:

He's about to write a letter  
 (Él está a punto de escribir una carta)

He just wrote a letter  
 (Él acaba de escribir una carta)

Veamos ahora las formas en pasado de las mismas expresiones, anteriormente expuestas.

Compárense también, en ambos esquemas, las oraciones marcadas con numerales idénticos.

| Infinitivos     |                       | Forma en Participio |                      |
|-----------------|-----------------------|---------------------|----------------------|
| ↓               |                       | ↓                   |                      |
| He was<br>ABOUT | <i>to come</i> (1)    | He had<br>JUST      | <i>come</i> (1)      |
|                 | <i>to go away</i> (2) |                     | <i>gone away</i> (2) |
|                 | <i>to begin</i> (3)   |                     | <i>begun</i> (3)     |
|                 | <i>to finish</i> (4)  |                     | <i>finished</i> (4)  |
|                 | <i>to eat</i> (5)     |                     | <i>eaten</i> (5)     |
|                 | <i>to leave</i> (6)   |                     | <i>left</i> (6)      |
|                 | <i>to retire</i> (7)  |                     | <i>retired</i> (7)   |
|                 | <i>to speak</i> (8)   |                     | <i>spoken</i> (8)    |

|  |                                 |
|--|---------------------------------|
| 1 Él estaba a punto de venir o llegar  | 1 Él acababa de venir o llegar  |
| 2 Él estaba a punto de alejarse o irse | 2 Él acababa de alejarse o irse |
| 3 Él estaba a punto de empezar         | 3 Él acababa de empezar         |
| 4 Él estaba a punto de terminar        | 4 Él acababa de terminar        |
| 5 Él estaba a punto de comer           | 5 Él acababa de comer           |
| 6 Él estaba a punto de marcharse       | 6 Él acababa de marcharse       |
| 7 Él estaba a punto de retirarse       | 7 Él acababa de retirarse       |
| 8 Él estaba a punto de hablar          | 8 Él acababa de hablar          |

## EJERCICIOS

Guiándose por los diagramas construya oraciones en inglés con la forma en pasado de "estar a punto de" y "acabar de", cambiando los verbos en infinitivo y en participio expuestos en dichos esquemas. Ejemplos:

He was about *to write a letter*  
(Él estaba a punto de escribir una carta)

He had just *written a letter*  
(Él acababa de escribir una carta)

## Respuestas

### Ejercicios, 23

1. I speak some English.
2. He speaks English a little.
3. They speak several languages.
4. You speak many languages.
5. We speak the English language a little.
6. They speak the English language very well.
7. She speaks few languages.
8. I only speak the Spanish language.
9. He only speaks English.
10. You speak a lot of English.
11. She talks too much.
12. They speak too many languages.

### Ejercicios, 27

1. They see me.
2. I see them.
3. He sees you.
4. We see him.
5. He sees us.
6. You see her.
7. We have breakfast in the morning.
8. I eat (some) fish.
9. She eats (some) fruit.
10. They eat (some) chicken.
11. We eat (some) meat, (some) vegetables, and (some) fruit.
12. I eat dinner at night.

13. She eats lunch at noon.
14. You eat (some) eggs in the morning.

### Ejercicios, 30

1. Frank drinks (some) milk in the morning.
2. I drink (some) milk in the morning too.
3. You drink too much coffee every day.
4. She drinks (some) coffee at breakfast.
5. I drink (some) water after supper.
6. We drink orange juice before breakfast.
7. They drink (some) chocolate during breakfast.
8. You drink (some) coffee during supper.
9. He drinks too much tea every night.
10. I drink a little coffee after supper.
11. The children drink a lot of milk every day.
12. They drink a little milk in the morning.
13. The boy eats too many oranges during supper.
14. We eat a few oranges every morning.

15. You eat too much fruit before breakfast.
16. I buy many things every day.
17. You buy few things in the market.
18. The woman buys some food at the grocery store.
19. The children buy a lot of candy after school.
20. He buys too many clothes.
21. I buy few clothes.
22. We buy some things before work.
23. She buys many things at the market.
24. They buy too much food every day.
25. You buy too many things at the stores.
26. I buy only a little candy every day.

#### Ejercicios, 35

We speak English.  
Do we speak English?  
  
I speak English.  
Do I speak English?  
  
We see the people.  
Do we see the people?  
  
I see the people.  
Do I see the people?  
  
They eat fruit.  
Do they eat fruit?

We eat fruit.  
Do we eat fruit?  
  
I eat fruit.  
Do I eat fruit?  
  
They drink coffee.  
Do they drink coffee?

We drink coffee.  
Do we drink coffee?

I drink coffee.  
Do I drink coffee?

They buy many things.  
Do they buy many things?

We buy many things.  
Do we buy many things?

I buy many things.  
Do I buy many things?

#### Ejercicios, 36

Frank speaks English.  
Does Frank speak English?

She speaks English.  
Does she speak English?

Frank sees the people.  
Does Frank see the people?

She sees the people.  
Does she see the people?

The boy eats fruit.  
Does the boy eat fruit?

Frank eats fruit.  
Does Frank eat fruit?

She eats fruit.  
Does she eat fruit?  
  
The boy drinks coffee.  
Does the boy drink coffee?

Frank drinks coffee.  
Does Frank drink coffee?

She drinks coffee.  
Does she drink coffee?

The boy buys many things.  
Does the boy buy many things?

Frank buys many things.  
Does Frank buy many things?

She buys many things.  
Does she buy many things?

#### Ejercicios, 37

Do you speak English?  
You don't speak English.

Do I speak English?  
I don't speak English.

Do you see the people?  
You don't see the people.

Do I see the people?  
I don't see the people.

Do we eat fruit?  
We don't eat fruit.

Do you eat fruit?  
You don't eat fruit.

Do I eat fruit?  
I don't eat fruit.

Do we drink coffee?  
We don't drink coffee.

Do you drink coffee?  
You don't drink coffee.

Do I drink coffee?  
I don't drink coffee.

Do we buy many things?  
We don't buy many things.

Do you buy many things?  
You don't buy many things.

Do I buy many things?  
I don't buy many things.

#### Ejercicios, 38

Does Mary speak English?  
Mary doesn't speak English.

Does he speak English?  
He doesn't speak English.

Does Mary see the people?  
Mary doesn't see the people.

Does he see the people?  
He doesn't see the people.

Does the girl eat fruit?  
The girl doesn't eat fruit.

Does Mary eat fruit?  
Mary doesn't eat fruit.

Does he eat fruit?  
He doesn't eat fruit.

Does the girl drink coffee?  
The girl doesn't drink coffee.

Does Mary drink coffee?  
Mary doesn't drink coffee.

Does he drink coffee?  
He doesn't drink coffee.

Does the girl buy many things?  
The girl doesn't buy many things.

Does Mary buy many things?  
Mary doesn't buy many things.

Does he buy many things?  
He doesn't buy many things.

#### Ejercicios, 41

The student learns English.  
Does the student learn English?

The students learn English.  
Do the students learn English?

Frank eats at home.  
Does Frank eat at home?

Frank and Mary eat at home.  
Do Frank and Mary eat at home?

#### Ejercicios, 43

This is not my book. Is this my book?  
These are not my books. Are these my books?  
These books are not mine. Are these books mine?

That is not my pencil. Is that my pencil?

Those are not my pencils. Are those my pencils?  
Those pencils are not mine. Are those pencils mine?

This is not your notebook. Is this your notebook?  
These are not your notebooks. Are these your notebooks?  
These notebooks are not yours. Are these notebooks yours?

That is not his pen. Is that his pen?  
Those are not his pens. Are those his pens?  
Those pens are not his. Are those pens his?

This is not her eraser. Is this her eraser?  
These are not her erasers. Are these her erasers?  
These erasers are not hers. Are these erasers hers?

That is not its inhabitant. Is that its inhabitant?  
Those are not its inhabitants. Are those its inhabitants?  
Those inhabitants are not of Mexico City. Are those inhabitants of Mexico City?

This is not our city. Is this our city?  
These are not our cities. Are these our cities?

Those cities are not ours. Are those cities ours?

That is not their hotel. Is that their hotel?

Those are not their hotels. Are those their hotels?

Those hotels are not theirs. Are those hotels theirs?

#### Ejercicios, 57

Are there many schools and universities in Mexico?  
There *will be* some classes in school tomorrow.

There *is a* large university in Mexico City.

*Was* there an Aztec temple where the Metropolitan Cathedral is standing now?

*Will* there be more public telephones for the next year?

There *were* many old buildings here before.

There *are* a few good theaters in this town.

There *is* no money now in my purse.

There *was* not too much water yesterday.

There *were* no people in the street last night.

There *are* not any houses in that place.

There *will be* another market in the city.

*Was* there not another pencil in that drawer?

*Are* there other books in the bookcase?

*Is* there any important library here?

*Will* there be any good bullfight next Sunday?

*Were* there not several men in that meeting?

There *were* no men in the meeting, only women.

#### Ejercicios, 61

Do I speak?  
Do you speak?  
Does he speak?  
Does she speak?  
Does it speak?  
Do we speak?  
Do you speak?  
Do they speak?

I don't speak.  
You don't speak.  
He doesn't speak.  
She doesn't speak.  
It doesn't speak.  
We don't speak.  
You don't speak.  
They don't speak.

Do I see?  
Do you see?  
Does he see?

Does she see?  
 Does it see?  
 Do we see?  
 Do you see?  
 Do they see?

I don't see.  
 You don't see.  
 He doesn't see.  
 She doesn't see.  
 It doesn't see.  
 We don't see.  
 You don't see.  
 They don't see.

Do I eat?  
 Do you eat?  
 Does he eat?  
 Does she eat?  
 Does it eat?  
 Do we eat?  
 Do you eat?  
 Do they eat?

I don't eat.  
 You don't eat.  
 He doesn't eat.  
 She doesn't eat.  
 It doesn't eat.  
 We don't eat.  
 You don't eat.  
 They don't eat.

Do I drink?  
 Do you drink?  
 Does he drink?  
 Does she drink?  
 Does it drink?

Do we drink?  
 Do you drink?  
 Do they drink?

I don't drink.  
 You don't drink.  
 He doesn't drink.  
 She doesn't drink.  
 It doesn't drink.  
 We don't drink.  
 You don't drink.  
 They don't drink.

Do I work?  
 Do you work?  
 Does he work?  
 Does she work?  
 Does it work?  
 Do we work?  
 Do you work?  
 Do they work?

I don't work.  
 You don't work.  
 He doesn't work.  
 She doesn't work.  
 It doesn't work.  
 We don't work.  
 You don't work.  
 They don't work.

Do I buy?  
 Do you buy?  
 Does he buy?  
 Does she buy?  
 Does it buy?  
 Do we buy?

Do you buy?  
 Do they buy?

I don't buy.  
 You don't buy.  
 He doesn't buy.  
 She doesn't buy.  
 We don't buy.  
 You don't buy.  
 They don't buy.

Do I travel?  
 Do you travel?  
 Does he travel?  
 Does she travel?  
 Does it travel?  
 Do we travel?  
 Do you travel?  
 Do they travel?

I don't travel.  
 You don't travel.  
 He doesn't travel.  
 She doesn't travel.  
 It doesn't travel.  
 We don't travel.  
 You don't travel.  
 They don't travel.

#### Ejercicios, 68

1. Speak English.  
Let's speak English.
2. Come here.  
Let's come here.
3. Work.  
Let's work.
4. Walk.  
Let's walk.

5. Sit down.  
Let's sit down.
  6. Dance.  
Let's dance.
  7. Wait.  
Let's wait.
  8. Stay here.  
Let's stay here.
  9. Have some coffee.  
Let's have some coffee.
  10. Do the work.  
Let's do the work.
  11. Close the door.  
Let's close the door.
  12. Stop at the corner.  
Let's stop at the corner.
  13. Play the piano.  
Let's play the piano.
  14. Practice the lesson.  
Let's practice the lesson.
  15. Write the exercise.  
Let's write the exercise.
  16. Read the newspaper.  
Let's read the newspaper.
  17. Study in school.  
Let's study in school.
  18. Take a bus.  
Let's take a bus.
  19. Listen to the music.  
Let's listen to the music.
  20. Go home.  
Let's go home.
1. Don't speak English.  
Let's not speak English.
  2. Don't come here.  
Let's not come here.

3. Don't work.  
Let's not work.
4. Don't walk.  
Let's not walk.
5. Don't sit down.  
Let's not sit down.
6. Don't dance.  
Let's not dance.
7. Don't wait.  
Let's not wait.
8. Don't stay here.  
Let's not stay here.
9. Don't have any coffee.  
Let's not have any coffee.
10. Don't do the work.  
Let's not do the work.
11. Don't close the door.  
Let's not close the door.
12. Don't stop at the corner.  
Let's not stop at the corner.
13. Don't play the piano.  
Let's not play the piano.
14. Don't practice the lesson.  
Let's not practice the lesson.
15. Don't write the exercise.  
Let's not write the exercise.
16. Don't read the newspaper.  
Let's not read the newspaper.
17. Don't study in school.  
Let's not study in school.
18. Don't take a bus.  
Let's not take a bus.
19. Don't listen to the music.  
Let's not listen to the music.
20. Don't go home.  
Let's not go home.

### Ejercicios, 85

- I.  
Our house is as expensive as yours.  
Their house is not as expensive as hers.
- Frank is as strong as I am.  
She is not as strong as you are.

### Ejercicios, 87

1. more important than  
the most important of
2. easier than  
the easiest of
3. bigger than  
the biggest of
4. prettier than  
the prettiest of
5. more elegant than  
the most elegant of
6. more intelligent than  
the most intelligent of
7. stronger than  
the strongest of
8. quicker than  
the quickest of
9. more interesting than  
the most interesting of
10. smaller than  
the smallest of
11. longer than  
the longest of
12. colder than  
the coldest of
13. more difficult than  
the most difficult of

14. more modern than  
the most modern of
15. older than  
the oldest of
16. newer than  
the newest of
17. larger than  
the largest of
18. more beautiful than  
the most beautiful of
19. better than  
the best of
20. worse than  
the worst of

### Ejercicios, 90

- What could you see before?  
What could Mary see before?
- How could they walk yesterday?  
How could Frank walk yesterday?
- How much could she sell last week?  
How much could I sell last week?
- How long could they swim last night?  
How long could he swim last night?
- At what time could he go yesterday?  
At what time could we go yesterday?

### Ejercicios, 91

- I am able to walk.  
I am not able to walk.  
Am I able to walk?
- You are able to walk.  
You are not able to walk.  
Are you able to walk?
- He is able to walk.  
He is not able to walk.  
Is he able to walk?
- I was able to walk.  
I was not able to walk.  
Was I able to walk?
- He was able to walk.  
He was not able to walk.  
Was he able to walk?
- They were able to walk.  
They were not able to walk.  
Were they able to walk?
- I am able to run.  
I am not able to run.  
Am I able to run?
- You are able to run.  
You are not able to run.  
Are you able to run?
- He is able to run.  
He is not able to run.  
Is he able to run?
- I was able to run.  
I was not able to run.  
Was I able to run?

He was able to run.  
He was not able to run.  
Was he able to run?

They were able to run.  
They were not able to run.  
Were they able to run?

I am able to jump.  
I am not able to jump.  
Am I able to jump?

You are able to jump.  
You are not able to jump.  
Are you able to jump?

He is able to jump.  
He is not able to jump.  
Is he able to jump?

I was able to jump.  
I was not able to jump.  
Was I able to jump?

He was able to jump.  
He was not able to jump.  
Was he able to jump?

They were able to jump.  
They were not able to jump.  
Were they able to jump?

I am able to dance.  
I am not able to dance.  
Am I able to dance?

You are able to dance.  
You are not able to dance.  
Are you able to dance?

He is able to dance.  
He is not able to dance.  
Is he able to dance?

I was able to dance.  
I was not able to dance.  
Was I able to dance?

He was able to dance.  
He was not able to dance.  
Was he able to dance?

They were able to dance.  
They were not able to dance.  
Were they able to dance?

#### Ejercicios, 105

1. wrote
2. went
3. bought
4. ate
5. came
6. read
7. spoke
8. left
9. got
10. drank
11. saw
12. knew
13. knew
14. met
15. thought; was
16. gave
17. brought
18. took
19. had
20. found
21. kept

22. told
23. said
24. slept
25. sent
26. did
27. made
28. spent
29. spent
30. drove
31. rode
32. felt
33. understood
34. sat
35. stood
36. cut
37. put
38. were
39. could
40. was

#### Ejercicios, 106

1. *Él nos habló ayer por la mañana.*  
He didn't speak to us yesterday morning.  
Did he speak to us yesterday morning?
2. *Vieron a María en el teatro anoche.*  
They didn't see Mary in the theater last night.  
Did they see Mary in the theater last night?

3. *Comí ensalada de pollo ayer.*  
I didn't eat chicken salad yesterday.  
Did I eat chicken salad yesterday?
4. *Tuvimos café y tarta anoche.*  
We didn't have coffee and cake last night.  
Did we have coffee and cake last night?
5. *Mi padre compró muchos regalos la Navidad pasada.*  
My father didn't buy many presents last Christmas.  
Did my father buy many presents last Christmas?
6. *Mi hermano consiguió otro trabajo el mes pasado.*  
My brother didn't get another job last month.  
Did my brother get another job last month?
7. *María escribió una carta a su familia la semana pasada.*  
Mary didn't write a letter to her family last week.  
Did Mary write a letter to her family last week?
8. *Leyiste el periódico anoche.*  
You didn't read the newspaper last night.  
Did you read the newspaper last night?

9. *Los hombres oyeron la explosión ayer.*  
The men didn't hear the explosion yesterday.  
Did the men hear the explosion yesterday?
10. *Dejé mi libro en la mesa.*  
I didn't leave my book on the table.  
Did I leave my book on the table?
11. *Francisco salió de la oficina ayer por la tarde.*  
Frank didn't leave the office early yesterday afternoon.  
Did Frank leave the office early yesterday afternoon?
12. *Ella se fue por Nueva York anoche.*  
She didn't leave for New York last night.  
Did she leave for New York last night?
13. *Durmieron en un hotel ayer.*  
They didn't sleep in a hotel yesterday.  
Did they sleep in a hotel yesterday?
14. *Él se sintió cansado anoche.*  
He didn't feel tired last night.  
Did he feel tired last night?
15. *Guardabas tu dinero en el banco el año pasado.*  
You didn't keep your money in the bank last year.  
Did you keep your money in the bank last year?
16. *Ella mantuvo la comida caliente ayer.*  
She didn't keep the food hot yesterday.  
Did she keep the food hot yesterday?
17. *Conocimos a Sr. Brown hace tres años.*  
We didn't meet Mr. Brown three years ago.  
Did we meet Mr. Brown three years ago?
18. *La mujer barrió el suelo ayer.*  
The woman didn't sweep the floor yesterday.  
Did the woman sweep the floor yesterday?
19. *Las chicas conocieron a París el verano pasado.*  
The girls didn't (get to) know Paris last summer.  
Did the girls (get to) know Paris last summer?
20. *Yo sabía la verdad.*  
I didn't know the truth.  
Did I know the truth?
21. *Juan tomó un vaso de leche anoche.*  
John didn't drink a glass of milk last night.  
Did John drink a glass of milk last night?
22. *Ella me dijo que viniera aquí.*  
She didn't tell me to come here.  
Did she tell me to come here?

23. *Te dí cinco dólares por el libro.*  
I didn't give you five dollars for the book.  
Did I give you five dollars for the book?
24. *Ella olvidó llamarme.*  
She didn't forget to call me up.  
Did she forget to call me up?
25. *Él gastó veinte dólares el domingo pasado.*  
He didn't spend twenty dollars last Sunday.  
Did he spend twenty dollars last Sunday?
26. *Pasaron dos semanas en el campo el año pasado.*  
They didn't spend two weeks in the country last year.  
Did they spend two weeks in the country last year?
27. *Me enviaste un mensaje ayer.*  
You didn't send me a message yesterday.  
Did you send me a message yesterday?
28. *La niña dijo: ¡Hola!*  
The girl didn't say: Hello!  
Did the girl say: Hello?
29. *Roberto encontró una billetera en la calle.*  
Robert didn't find a wallet on the street.  
Did Robert find a wallet on the street?
30. *El niño perdió su lápiz ayer.*  
The boy didn't lose his pencil yesterday.  
Did the boy lose his pencil yesterday?
31. *Mamá cortó la pastel anoche.*  
Mother didn't cut the cake last night.  
Did mother cut the cake last night?
32. *Enrique se rompió la pierna el mes pasado.*  
Henry didn't break his leg last month.  
Did Henry break his leg last month?
33. *Alicia tomó un taxi hace cinco minutos.*  
Alice didn't take a taxi five minutes ago.  
Did Alice take a taxi five minutes ago?
34. *Los niños trajeron flores a su madre.*  
The children didn't bring flowers to their mother.  
Did the children bring flowers to their mother?
35. *Creíste que estaba lloviendo.*  
You didn't think it was raining.  
Did you think it was raining?
36. *Elegiste un color bonito.*  
You didn't choose a nice color.  
Did you choose a nice color?

37. *Francisco se hizo daño a la mano jugando béisbol.*

Frank didn't hurt his hand playing ball.

Did Frank hurt his hand playing ball?

38. *Él puso la mano en mi hombro.*

He didn't put his hand on my shoulder.

Did he put his hand on my shoulder?

39. *Tiraron papeles en el suelo.*

They didn't throw papers on the floor.

Did they throw papers on the floor?

40. *El viento sopló muy fuerte ayer.*

The wind didn't blow very hard yesterday.

Did the wind blow very hard yesterday?

41. *Mi padre voló a Chicago la semana pasada.*

My father didn't fly to Chicago last week.

Did my father fly to Chicago last week?

42. *Mi hermano manejó el carro anoche.*

My brother didn't drive the car last night.

Did my brother drive the car last night?

43. *Montamos en un autobús ayer por la mañana.*

We didn't ride in a bus yesterday morning.

Did we ride in a bus yesterday morning?

44. *Robaron dinero de la tienda.*

They didn't steal money from the store.

Did they steal money from the store?

45. *Él buscó información en la oficina.*

He didn't seek information at the office.

Did he seek information at the office?

46. *La niña puso la mesa ayer.*

The girl didn't set the table yesterday.

Did the girl set the table yesterday?

47. *Estuvieron de pie a la puerta.*

They didn't stand at the door.

Did they stand at the door?

48. *Él entendió la lección ayer.*

He didn't understand the lesson yesterday.

Did he understand the lesson yesterday?

49. *Dos señores estuvieron aquí ayer.*

Two gentlemen weren't here yesterday.

Were two gentlemen here yesterday?

50. *El niño se levantó temprano ayer por la mañana.*

The boy didn't rise early last (yesterday) morning.

Did the boy rise early last (yesterday) morning?

51. *Juan dejó su trabajo la semana pasada.*

John didn't quit his job last week.

Did John quit his job last week?

52. *Sr. Taylor prohibió que los estudiantes salieran anoche.*

Mr. Taylor didn't forbid the students to go out last night.

Did Mr. Taylor forbid the students to go out last night?

53. *Mamá perdonó mis faltas.*

Mother didn't forgive my faults.

Did mother forgive my faults?

54. *María se cayó ayer.*

Mary didn't fall down yesterday.

Did Mary fall down yesterday?

55. *El niño llevó los libros debajo de el brazo.*

The boy didn't hold the books under his arm.

Did the boy hold the books under his arm?

## Ejercicios, 110

1. I used to walk in the park every Sunday.
2. We used to eat chicken every Sunday.
3. I used to live on Clark Street.
4. I used to go to the beach during the summer.
5. They used to come here during their vacations.
6. The boys used to play baseball after school.
7. He used to see Mary very often.
8. My sister used to study in Canada.
9. I used to work in Mexico City.
10. Frank used to be my friend.
11. My house used to be beautiful.
12. Father used to buy clothes for us every Christmas.
13. I used to talk with my friends at the club.
14. I used to visit my relatives every year.
15. We used to read the newspaper every morning.
16. They used to travel to Florida every summer.
17. He used to dance at the nightclub every Saturday night.
18. She used to have a big house in the country.

19. My parents used to write me every week.  
20. We used to practice basketball in school.

### Ejercicios, 117

He doesn't come by car.  
She doesn't buy 12 dozen.  
You don't buy 6 dozen.  
They don't work 8 hours.  
He doesn't work 10 hours.  
He doesn't leave daily.  
We don't leave daily.  
Frank doesn't go to the movies.  
I don't go home.

### Ejercicios, 118

They didn't come by bus.  
He didn't come by car.  
She didn't buy 12 dozen.  
I didn't buy 6 dozen.  
They didn't work 8 hours.  
He didn't work 12 hours.  
He didn't leave yesterday.  
We didn't leave yesterday.  
He didn't go to the movies.

### Ejercicios, 119

He won't come by car.  
She won't buy 12 dozen.  
You won't buy 6 dozen.  
They won't work 8 hours.  
He won't work 10 hours.  
He won't leave now.  
We won't leave now.

He won't go to the movies.  
I won't go home.

### Ejercicios, 120

He mustn't come by car.  
She mustn't buy 12 dozen.  
You mustn't buy 6 dozen.  
They mustn't work 8 hours.  
He mustn't work 8 hours.  
He mustn't leave today.  
We mustn't leave today.  
He mustn't go to school.  
I mustn't go home.

### Ejercicios, 121

#### II.

I'm not reading now.  
Am I reading now?

She won't be in her house later.  
Will she be in her house later?

It's not hot today.  
Is it hot today?

It won't be cold tonight.  
Will it be cold tonight?

I won't be here tomorrow.  
Will I be here tomorrow?

He won't be in Acapulco tomorrow morning.  
Will he be in Acapulco tomorrow morning?

It won't be windy tomorrow afternoon.  
Will it be windy tomorrow afternoon?

It won't be cool tomorrow night.  
Will it be cool tomorrow night?

We won't be back the day after tomorrow.  
Will we be back the day after tomorrow?

They weren't here yesterday.  
Were they here yesterday?

I wasn't here the day before yesterday.  
Was I here the day before yesterday?

He wasn't at home last night.  
Was he at home last night?

You weren't playing baseball last Sunday.  
Were you playing baseball last Sunday?

She wasn't working last week.  
Was she working last week?

He wasn't resting last month.  
Was he resting last month?

They weren't learning English last year.  
Were they learning English last year?

It wasn't snowy last Christmas.  
Was it snowy last Christmas?

It wasn't snowing last winter.  
Was it snowing last winter?

It wasn't raining last September.  
Was it raining last September?

It wasn't windy last time.  
Was it windy last time?

I won't go to Chicago next week.  
Will I go to Chicago next week?

She won't come here next month.  
Will she come here next month?

They won't be back next year.  
Will they be back next year?

We won't buy many presents next Christmas.  
Will we buy many presents next Christmas?

He won't marry next fall.  
Will he marry next fall?

You won't do your work next time.  
Will you do your work next time?

He doesn't think before talking.  
Does he think before talking?

He doesn't rest after working.  
Does he rest after working?

### Ejercicios, 129

I think I may travel to New York.  
I think you may learn English soon.

I think he may stay at home now.  
 I think she may leave here  
 tomorrow.  
 I think it may snow tonight.  
 I think we may need you soon.  
 I think you may study there soon.  
 I think you may write us next year.

### Ejercicios, 132

His father said that he might not  
 play.  
 The teacher said that we might not  
 talk.  
 My mother said that I might not go  
 out.  
 The doctor said that I might not  
 get up.  
 He said that we might not smoke.  
 He said that he might not buy a  
 car.  
 They said that they might not stay  
 here.  
 You said that you might not work  
 soon.  
 We said that you might not travel  
 by bus.  
 I might not leave tomorrow, but I  
 am not sure.

### Ejercicios, 138

1. finishing  
*Él fue a casa sin terminar su  
 trabajo.*
2. drinking  
*Ella toma Coca-Cola en vez de  
 tomar leche.*

3. going  
*Lláname antes de que vayas a mi  
 casa.*
4. eating  
*No olvides limpiar los dientes  
 después de comer.*
5. learning  
*Este libro es para aprender inglés.*
6. playing  
*Mi hermano juega muy bien el  
 ajedrez.*
7. singing  
*Ella hesita mucho a cantar.*
8. getting off  
*Ten cuidado con salir del autobús.*
9. being  
*Vino a la escuela a pesar de estar  
 enfermo.*
10. buying  
*Mi tío es muy interesado en  
 comprar esa casa.*
11. arriving  
*No olvides escribir cuando llegues.*
12. eating  
*Él trabajó ayer sin comer.*
13. listening  
*Bailan mientras que escuchan a  
 la radio.*
14. eating  
*Lávate las manos antes de comer.*
15. studying  
*Puedes jugar al béisbol después de  
 que estudies tu lección.*

### Ejercicios, 140

I wanted you to come.  
 I wanted him to come.  
 I wanted her to come.  
 I didn't want you to come.  
 I didn't want him to come.  
 I didn't want her to come.

I wanted you to go.  
 I wanted him to go.  
 I wanted her to go.  
 I didn't want you to go.  
 I didn't want him to go.  
 I didn't want her to go.

I wanted you to work.  
 I wanted him to work.  
 I wanted her to work.  
 I didn't want you to work.  
 I didn't want him to work.  
 I didn't want her to work.

I wanted you to stay.  
 I wanted him to stay.  
 I wanted her to stay.  
 I didn't want you to stay.  
 I didn't want him to stay.  
 I didn't want her to stay.

I wanted you to repeat.  
 I wanted him to repeat.  
 I wanted her to repeat.  
 I didn't want you to repeat.  
 I didn't want him to repeat.  
 I didn't want her to repeat.

### Ejercicios, 141

I.  
 Do you want me to come?  
 Does he want me to come?  
 Does she want me to come?  
 You don't want me to come.  
 He doesn't want me to come.  
 She doesn't want me to come.

Do you want me to go?  
 Does he want me to go?  
 Does she want me to go?  
 You don't want me to go.  
 He doesn't want me to go.  
 She doesn't want me to go.

Do you want me to work?  
 Does he want me to work?  
 Does she want me to work?  
 You don't want me to work.  
 He doesn't want me to work.  
 She doesn't want me to work.

Do you want me to stay?  
 Does he want me to stay?  
 Does she want me to stay?  
 You don't want me to stay.  
 He doesn't want me to stay.  
 She doesn't want me to stay.

Do you want me to repeat?  
 Does he want me to repeat?  
 Does she want me to repeat?  
 You don't want me to repeat.  
 He doesn't want me to repeat.  
 She doesn't want me to repeat.

## II.

1. What do you want me to do?
2. What does he want me to do?
3. What do you want him to do?
4. What do you want us to do?
5. I want them to go to school.
6. I don't want them to go to the movies.
7. Where do you want her to go?
8. Where does he want us to go?
9. When do you want me to come?
10. When does he want us to come?
11. When do they want her to come?
12. She wants him to come tomorrow.
13. She doesn't want him to come tomorrow.
14. What time do you want to see him tomorrow?
15. Why does your father want you to study English?
16. How does she want you to drive the car?
17. She wants me to drive slowly.
18. How much do you want us to buy?
19. How long do you want me to wait for you?
20. How many apples does the doctor want me to eat?

## Ejercicios, 142

I want you to come.  
 Do you want me to come?  
 He doesn't want us to come.  
 I wanted you to come.  
 Did you want me to come?  
 He didn't want us to come.

I want you to study.  
 Do you want me to study?  
 He doesn't want us to study.  
 I wanted you to study.  
 Did you want me to study?  
 He didn't want us to study.

I want you to walk.  
 Do you want me to walk?  
 He doesn't want us to walk.  
 I wanted you to walk.  
 Did you want me to walk?  
 He didn't want us to walk.

I want you to read.  
 Do you want me to read?  
 He doesn't want us to read.  
 I wanted you to read.  
 Did you want me to read?  
 He didn't want us to read.

I want you to write.  
 Do you want me to write?  
 He doesn't want us to write.  
 I wanted you to write.  
 Did you want me to write?  
 He didn't want us to write.

I want you to remember.  
 Do you want me to remember?  
 He doesn't want us to remember.

I wanted you to remember.  
 Did you want me to remember?  
 He didn't want us to remember.

I want you to sleep.  
 Do you want me to sleep?  
 He doesn't want us to sleep.  
 I wanted you to sleep.  
 Did you want me to sleep?  
 He didn't want us to sleep.

I want you to understand.  
 Do you want me to understand?  
 He doesn't want us to understand.  
 I wanted you to understand.  
 Did you want me to understand?  
 He didn't want us to understand.

## Ejercicios, 144

I ask you to go.  
 I ask her to go.  
 I ask us to go.  
 I ask them to go.  
 I asked you to go.  
 I asked her to go.  
 I asked us to go.  
 I asked them to go.

I tell you to go.  
 I tell him to go.  
 I tell her to go.  
 I tell us to go.  
 I told you to go.  
 I told him to go.  
 I told her to go.  
 I told us to go.

I expect you to go.  
 I expect him to go.  
 I expect her to go.  
 I expect us to go.  
 I expect them to go.  
 I expected you to go.  
 I expected him to go.  
 I expected her to go.  
 I expected us to go.  
 I expected them to go.

I advise you to go.  
 I advise him to go.  
 I advise her to go.  
 I advise us to go.  
 I advise them to go.  
 I advised you to go.  
 I advised him to go.  
 I advised her to go.  
 I advised us to go.  
 I advised them to go.

I force you to go.  
 I force him to go.  
 I force her to go.  
 I force us to go.  
 I force them to go.  
 I forced you to go.  
 I forced him to go.  
 I forced her to go.  
 I forced us to go.  
 I forced them to go.

I order you to go.  
 I order him to go.  
 I order her to go.  
 I order us to go.  
 I order them to go.

I ordered you to go.  
 I ordered him to go.  
 I ordered her to go.  
 I ordered us to go.  
 I ordered them to go.

### Ejercicios, 145

#### I.

Did you ask me to go home?  
 Did he ask me to go home?  
 Did she ask me to go home?  
 Did they ask me to go home?  
 You didn't ask me to go home.  
 He didn't ask me to go home.  
 She didn't ask me to go home.  
 They didn't ask me to go home.

Did you tell me to go home?  
 Did he tell me to go home?  
 Did she tell me to go home?  
 Did they tell me to go home?  
 You didn't tell me to go home.  
 He didn't tell me to go home.  
 She didn't tell me to go home.  
 They didn't tell me to go home.

Did you expect me to go home?  
 Did he expect me to go home?  
 Did she expect me to go home?  
 Did they expect me to go home?  
 You didn't expect me to go home.  
 He didn't expect me to go home.  
 She didn't expect me to go home.  
 They didn't expect me to go home.

Did you advise me to go home?  
 Did he advise me to go home?  
 Did she advise me to go home?

Did they advise me to go home?  
 You didn't advise me to go home.  
 He didn't advise me to go home.  
 She didn't advise me to go home.  
 They didn't advise me to go home.

Did you force me to go home?  
 Did he force me to go home?  
 Did she force me to go home?  
 Did they force me to go home?  
 You didn't force me to go home.  
 He didn't force me to go home.  
 She didn't force me to go home.  
 They didn't force me to go home.

Did you order me to go home?  
 Did he order me to go home?  
 Did she order me to go home?  
 Did they order me to go home?  
 You didn't order me to go home.  
 He didn't order me to go home.  
 She didn't order me to go home.  
 They didn't order me to go home.

#### II.

1. What did you want me to do?
2. What did he want me to do?
3. What did you want him to do?
4. What did you want us to do?
5. I wanted them to go to school.
6. I didn't want them to go to the movies.
7. Where did you want her to go?
8. Where did he want us to go?
9. When did you want me to come?
10. When did he want us to come?

11. When did they want her to come?
12. She wanted him to come last week.
13. She didn't want him to come yesterday.
14. What time did you want me to see you yesterday?
15. Why did your father want you to learn English?
16. How did she want you to drive the car?
17. She wanted me to drive slowly.
18. How much did you want us to buy?
19. How long did you want me to wait for you?
20. How many apples did the doctor want me to eat?

### Ejercicios, 146

I asked him not to study every day.  
 I invited her not to go downtown.  
 I want you not to call me this afternoon.  
 I told you not to wait for me here.  
 I advise you not to send me the packages home.  
 We wanted them not to bring us many presents.  
 She asked him not to write the letters now.  
 He permitted us not to wait in the lobby.  
 Robert forced us not to come back to Chicago.

### Ejercicios, 147

#### Por ejemplo:

Tell him not to go to the store.  
 Tell him not to wait too long.  
 Tell him not to work very late.  
 Tell him not to come in through that door.  
 Tell him not to go out yet.  
 Tell her not to come tomorrow.  
 Tell her not to go to the store.  
 Tell her not to wait too long.  
 Tell her not to work very late.  
 Tell her not to come in through that door.  
 Tell her not to go out yet.  
 Tell them not to come tomorrow.  
 Tell them not to go to the store.  
 Tell them not to wait too long.  
 Tell them not to work very late.  
 Tell them not to come in through that door.  
 Tell them not to go out yet.

### Ejercicios, 148

Let's tell Robert to help him.  
 Let's tell Robert to help her.  
 Let's tell Robert to help us.  
 Let's tell Robert to help them.  
 Let's tell the boy to wait for you.  
 Let's tell the boy to wait for him.  
 Let's tell the boy to wait for her.  
 Let's tell the boy to wait for us.  
 Let's tell the boy to wait for them.

### Ejercicios, 149

Tell Robert not to come.  
Let's tell Robert to come.

Tell the boy not to come.  
Let's tell the boy to come.

Tell them not to come.  
Let's tell them to come.

Tell the boys not to come.  
Let's tell the boys to come.

Tell her not to go.  
Let's tell her to go.

Tell Mary not to go.  
Let's tell Mary to go.

Tell the girl not to go.  
Let's tell the girl to go.

Tell her not to go home.  
Let's tell her to go home.

Tell Mary not to go to school.  
Let's tell Mary to go to school.

Tell him not to go downtown.  
Let's tell him to go downtown.

Tell him not to wait.  
Let's tell him to wait.

Tell him not to wait for me.  
Let's tell him to wait for me.

Tell him not to wait for us.  
Let's tell him to wait for us.

Tell him not to wait for her.  
Let's tell him to wait for her.

Tell him not to wait for them.  
Let's tell him to wait for them.

Tell her not to wait for him.  
Let's tell her to wait for him.

Tell her not to wait for Robert.  
Let's tell her to wait for Robert.

Tell her not to wait for the boy.  
Let's tell her to wait for the boy.

Tell Mary not to wait for Robert.  
Let's tell Mary to wait for Robert.

Tell them not to work.  
Let's tell them to work.

Tell the boys not to work.  
Let's tell the boys to work.

Tell her not to come in.  
Let's tell her to come in.

Tell him not to come in.  
Let's tell him to come in.

Tell him not to go out.  
Let's tell him to go out.

Tell them not to go out.  
Let's tell them to go out.

### Ejercicios, 150

What did you tell me to do?  
Where did you tell me to go?  
When did you tell me to come?  
At what time did you tell me to  
come back?  
Why did you tell me to work?  
How much did you tell me to buy?

What did you ask me to do?  
Where did you ask me to go?  
When did you ask me to come?  
At what time did you ask me to  
come back?  
Why did you ask me to work?  
How much did you ask me to buy?

What did you order me to do?  
Where did you order me to go?  
When did you order me to come?  
At what time did you order me to  
come back?  
Why did you order me to work?  
How much did you order me to  
buy?

What did you advise me to do?  
Where did you advise me to go?  
When did you advise me to come?  
At what time did you advise me to  
come back?  
Why did you advise me to work?  
How much did you advise me to  
buy?

What did you tell him to do?  
Where did you tell him to go?  
When did you tell him to come?  
At what time did you tell him to  
come back?  
Why did you tell him to work?  
How much did you tell him to buy?

What did you ask him to do?  
Where did you ask him to go?  
When did you ask him to come?

At what time did you ask him to  
come back?  
Why did you ask him to work?  
How much did you ask him to buy?

What did you order him to do?  
Where did you order him to go?  
When did you order him to come?  
At what time did you order him to  
come back?  
Why did you order him to work?  
How much did you order him to  
buy?

What did you advise him to do?  
Where did you advise him to go?  
When did you advise him to come?  
At what time did you advise him to  
come back?  
Why did you advise him to work?  
How much did you advise him to  
buy?

What did you tell her to do?  
Where did you tell her to go?  
When did you tell her to come?  
At what time did you tell her to  
come back?  
Why did you tell her to work?  
How much did you tell her to buy?

What did you ask her to do?  
Where did you ask her to go?  
When did you ask her to come?  
At what time did you ask her to  
come back?  
Why did you ask her to work?  
How much did you ask her to buy?

What did you order her to do?  
 Where did you order her to go?  
 When did you order her to come?  
 At what time did you order her to come back?  
 Why did you order her to work?  
 How much did you order her to buy?  
  
 What did you advise her to do?  
 Where did you advise her to go?  
 When did you advise her to come?  
 At what time did you advise her to come back?  
 Why did you advise her to work?  
 How much did you advise her to buy?  
  
 What did you tell us to do?  
 Where did you tell us to go?  
 When did you tell us to come?  
 At what time did you tell us to come back?  
 Why did you tell us to work?  
 How much did you tell us to buy?  
  
 What did you ask us to do?  
 Where did you ask us to go?  
 When did you ask us to come?  
 At what time did you ask us to come back?  
 Why did you ask us to work?  
 How much did you ask us to buy?  
  
 What did you order us to do?  
 Where did you order us to go?  
 When did you order us to come?

At what time did you order us to come back?  
 Why did you order us to work?  
 How much did you order us to buy?  
  
 What did you advise us to do?  
 Where did you advise us to go?  
 When did you advise us to come?  
 At what time did you advise us to come back?  
 Why did you advise us to work?  
 How much did you advise us to buy?  
  
 What did you tell them to do?  
 Where did you tell them to go?  
 When did you tell them to come?  
 At what time did you tell them to come back?  
 Why did you tell them to work?  
 How much did you tell them to buy?  
  
 What did you ask them to do?  
 Where did you ask them to go?  
 When did you ask them to come?  
 At what time did you ask them to come back?  
 Why did you ask them to work?  
 How much did you ask them to buy?  
  
 What did you order them to do?  
 Where did you order them to go?  
 When did you order them to come?

At what time did you order them to come back?  
 Why did you order them to work?  
 How much did you order them to buy?  
  
 What did you advise them to do?  
 Where did you advise them to go?  
 When did you advise them to come?  
 At what time did you advise them to come back?  
 Why did you advise them to work?  
 How much did you advise them to buy?

### Ejercicios, 157

#### I.

- Have they studied the lesson?  
They haven't studied the lesson.
- Has he written his name and address?  
He hasn't written his name and address.
- Have the children eaten oranges?  
The children haven't eaten oranges.
- Has Alice gone to school?  
Alice hasn't gone to school.
- Has the train arrived on time?  
The train hasn't arrived on time.
- Have the boys left already?  
The boys haven't left already.
- Have you read this book?  
You haven't read this book.
- Has Paul bought a new car?  
Paul hasn't bought a new car.
- Has John spoken to Robert about business?  
John hasn't spoken to Robert about business.
- Has Henry seen a good picture?  
Henry hasn't seen a good picture.
- Have you heard people talk about children?  
You haven't heard people talk about children.
- Have they brought the merchandise?  
They haven't brought the merchandise.
- Has he come home?  
He hasn't come home.
- Has Mary answered the telephone?  
Mary hasn't answered the telephone.
- Have you told me the truth?  
You haven't told me the truth.
- Has Frank finished his work?  
Frank hasn't finished his work.
- Has the girl done her homework?  
The girl hasn't done her homework.

18. Has the woman washed the clothes?  
The woman hasn't washed the clothes.
19. Has Mother cooked dinner?  
Mother hasn't cooked dinner.
20. Have the students practiced English?  
The students haven't practiced English.

## II.

1. She has written many letters to her family.
2. They have read their books in school.
3. I have eaten chicken salad at home.
4. We have seen cowboy films at the movies.
5. He has walked in the park during the spring.
6. Dr. Davis has spoken at the medical convention.
7. Mother has bought many presents during Christmastime.
8. They have worked in Chicago.
9. I have done my work quickly.
10. He has sent the packages to the hotel.
11. Mary has spent too much money.
12. They have brought the merchandise from Japan.
13. I have found interesting things in the markets.
14. The children have gone to the country.
15. The students have come to class on time.
16. The boys have played baseball after school.
17. Henry has left for Acapulco by car.
18. The teacher has told us to come to school on time.
19. I have listened to the radio at night.
20. We have met many friends on the street.
21. He has understood the lesson very well.
22. They have forgotten to bring their books to class.
23. Frank has gotten good commissions in that firm.
24. I have felt cold in the morning.
25. They have swum in the river.
26. The children have run in the yard.
27. The girls have sung in the school.
28. I have often slept in hotels.
29. The girls have set the table carefully.
30. Mary has put the clothes on her bed.

## Ejercicios, 161

### III.

*Las respuestas a las siguientes preguntas son ejemplos.*

Have you ever spoken at a meeting?  
Yes, I've sometimes spoken at a meeting.

Have you ever seen a giraffe?  
No, I've never seen a giraffe.

Have you ever eaten caviar?  
Yes, I've always eaten caviar.

Have you ever bought pencils?  
Yes, I've often bought pencils.

Have you ever read this book?  
No, I've never read this book.

Have you ever ridden on horseback?  
No, I've seldom ridden on horseback.

Have you ever driven a car?  
No, I've hardly driven a car.

Have you ever practiced English?  
No, I've seldom practiced English.

## Ejercicios, 163

1. don't
2. does
3. will
4. don't
5. are
6. can
7. must

8. won't
9. does
10. isn't
11. will
12. am
13. can't
14. am
15. isn't
16. mustn't
17. do
18. will
19. aren't
20. isn't
21. doesn't
22. will
23. aren't
24. is
25. won't

## Ejercicios, 164

You don't come every day, do you?  
Frank doesn't play the piano, does he?

You didn't finish yesterday, did you?

You won't work tomorrow, will you?  
You wouldn't do anything, would you?

You can't eat pancakes, can you?  
You couldn't type last year, could you?

You mustn't talk in class, must you?  
You shouldn't spend too much money, should you?

**Ejercicios, 165**

He isn't correcting, is he?  
 You weren't typing, were you?  
 He wasn't talking, was he?  
 You haven't translated, have you?  
 He hasn't studied, has he?

**Ejercicios, 166**

You worked yesterday, didn't you?  
 You will come next week, won't you?  
 You would buy more fruit, wouldn't you?  
 You can swim fast, can't you?  
 You could run quickly, couldn't you?  
 You must drive carefully, mustn't you?  
 You should practice more sports, shouldn't you?

**Ejercicios, 167**

He is writing English, isn't he?  
 You were practicing English, weren't you?  
 He was learning English, wasn't he?  
 He has practiced English, hasn't he?

**Ejercicios, 168**

1. aren't you
2. is he
3. weren't they
4. was she
5. don't you
6. didn't they

7. don't they
8. can he
9. won't he
10. could you
11. shouldn't we
12. did you
13. didn't she
14. must he
15. didn't I
16. did I
17. can't he
18. don't you
19. doesn't it
20. is it
21. has she
22. haven't you
23. have they
24. has she
25. don't they

**Ejercicios, 169**

You bought a car and so did we.  
 You will go home next week and so will I.  
 You would visit the museums and so would I.  
 You can type correctly and so can I.  
 You could arrive on time last night and so could I.  
 You must wait here and so must I.  
 You should stay at home and so should I.

**Ejercicios, 170**

I am working too much and so are they.

She is dancing now and so is he.  
 You were listening to the radio and so was I.  
 He was playing baseball and so were we.  
 You have finished early and so have I.

**Ejercicios, 171**

1. am
2. has
3. do
4. do
5. were
6. can
7. did
8. will
9. could
10. do
11. does
12. would
13. did
14. have
15. is
16. can
17. will
18. could
19. did
20. will
21. is
22. can
23. should
24. must
25. should

**Ejercicios, 172**

*Por ejemplo:*  
 He either shouts or whispers.  
 They either sing or dance.  
 You should either stay or go.  
 We should either eat or drink.  
 He should either help or leave.

**Ejercicios, 173**

*Por ejemplo:*  
 She's either a doctor or a lawyer.  
 It's either on the table or under the sofa.  
 It's either black or white.  
 They're either leaving in April or leaving in May.  
 We're either going out to dinner or staying home.  
 Am I either studying or playing?  
 Are you either studying or playing?  
 Is he either studying or playing?

**Ejercicios, 174**

*Por ejemplo:*  
 He might be either at work or on vacation.  
 He can be either in the front yard or in the back.  
 He could be either listening to the radio or watching television.  
 He must be either napping or at the park.

He should be either studying or playing.  
She ought to be either a geologist or a teacher.

#### Ejercicios, 175

*Por ejemplo:*

You neither read nor watch television.  
We neither argue nor shout.  
They neither sing nor whistle.  
You should neither read nor watch television.  
We should neither argue nor shout.  
He should neither see nor hear.  
They should neither sing nor whistle.

#### Ejercicios, 176

*Por ejemplo:*

She's neither a student nor an employee.  
It's neither in the living room nor in the bathroom.  
It's neither big nor small.  
They're neither eating at their house nor visiting at their neighbor's.  
We're neither visiting our grandparents nor staying with our cousins.

#### Ejercicios, 177

*Por ejemplo:*

He might be neither at school nor at the park.  
He can be neither there nor at home.  
He could be neither running nor jumping.  
He must be neither resting nor showering.  
He should be neither well-paid nor without a job.  
She ought to be neither an attorney nor a real estate agent.

#### Ejercicios, 179

He didn't go and we didn't either.  
He won't play and we won't either.  
He wouldn't work and we wouldn't either.  
He can't swim and we can't either.  
He couldn't come and we couldn't either.  
He may not sleep and we may not either.  
He might not buy and we might not either.  
He mustn't drink and we mustn't either.  
He shouldn't stay and we shouldn't either.  
He ought not to run and we ought not to either.

He wasn't reading and we weren't either.  
He hasn't written and we haven't either.

#### Ejercicios, 180

1. weren't either
2. I'm not either
3. isn't either
4. don't either
5. doesn't either
6. hasn't either
7. haven't either
8. shouldn't either
9. can't either
10. won't either
11. mustn't either
12. couldn't either
13. wouldn't either
14. might not either
15. may not either

#### Ejercicios, 182

II.

1. and neither should his brother
2. and neither am I
3. and neither will they
4. and neither could John
5. and neither were their parents
6. and neither am I
7. and neither has she
8. and neither would she
9. and neither can I
10. and neither must they
11. and neither is he
12. and neither will you

13. and neither should your friends
14. and neither is my friend
15. and neither have I
16. and neither could her sister
17. and neither would she
18. and neither should you
19. and neither does my father
20. and neither does Mary

#### Ejercicios, 183

*Por ejemplo:*

He may hardly go to work this week.  
He might hardly sleep tonight.  
He is hardly at work anymore.  
He was hardly in school last year.  
He will hardly be on time this month.  
He would hardly be attentive at the meeting.

#### Ejercicios, 184

You didn't even come yesterday.  
You won't even be here tomorrow.  
You wouldn't even think of it.  
You can't even dance well.  
You couldn't even write your name.  
You mustn't even talk in class.  
You shouldn't even drink coffee.  
You ought not even to spend more money.

#### Ejercicios, 185

You aren't even eating enough.  
He wasn't even working hard.

You weren't even sleeping well.  
You haven't even finished your  
work.

### Ejercicios, 188

II.

*Por ejemplo:*

He could even run ten miles.  
He couldn't even run ten miles.

He even knows the company's  
president.

He doesn't even know the  
company's president.

He even went to Paris two years  
ago.

He didn't even go to Paris two years  
ago.

He will even write the whole story.  
He won't even write the whole  
story.

He should even pay her bill.  
He shouldn't even pay her bill.

### Ejercicios, 189

*Por ejemplo:*

He's about to leave the house.  
He just left the house.

He's about to go to the store.  
He just went to the store.

He's about to call his friend.  
He just called his friend.

### Ejercicios, 190

*Por ejemplo:*

He was about to leave the house.  
He had just left the house.

He was about to go to the store.  
He had just gone to the store.

He was about to call his friend.  
He had just called his friend.